U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

Expanding Opportunity Through Quality Charter Schools Program Grants to State Entities FY19

CFDA # 84.282A

PR/Award # U282A190002

Gramts.gov Tracking#: GRANT12788817

OMB No. , Expiration Date:

Closing Date: Feb 12, 2019

Table of Contents

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Standard Budget Sheet (ED 524)	e6
3. Assurances Non-Construction Programs (SF 424B)	e8
4. Disclosure Of Lobbying Activities (SF-LLL)	e10
5. ED GEPA427 Form	e11
Attachment - 1 (1240-2019_02_06 - WA Charters GEPA Statement)	e12
6. Grants.gov Lobbying Form	e14
7. Dept of Education Supplemental Information for SF-424	e15
8. ED Abstract Narrative Form	e16
Attachment - 1 (1241-CSP Grant 2019 - WACharters - Abstract - FINAL)	e17
9. Project Narrative Form	e18
Attachment - 1 (1243-Narrative and TOC - FINAL)	e19
10. Other Narrative Form	e86
Attachment - 1 (1234-Appendix A Charter School Program Assurances)	e87
Attachment - 2 (1235-Appendix B Resumes or Curriculum Vitae)	e89
Attachment - 3 (1236-Appendix C Letters of Support)	e100
Attachment - 4 (1237-Appendix D Proof of Nonprofit Status)	e120
Attachment - 5 (1238-Appendix E Proprietary Information)	e121
Attachment - 6 (1239-Appendix F Other Attachments)	e122
11. Budget Narrative Form	e844
Attachment - 1 (1242-WA Charters Budget narrative - FINAL)	e845

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

OMB Number: 4040-0004
Expiration Date: 12/31/2019

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
02/09/2019	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Washington State Charter Schools Association

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
[redacted]	[redacted]

d. Address:

* Street1:	210 South Hudson St. #324
Street2:	
* City:	Seattle
County/Parish:	
* State:	WA: Washington
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	98134-2417

e. Organizational Unit:

Department Name:	Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:		* First Name:	Gillia
Middle Name:			
* Last Name:	Bakie		
Suffix:			

Title: Director of Development

Organizational Affiliation:

* Telephone Number:	Fax Number:
[redacted]	

* Email: [redacted]

Tracking Number:GRANT12788817 Funding Opportunity Number:ED-GRANTS-122818-001 Received Date:Feb 09, 2019 03:33:53 PM EST

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-122818-001

* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Grants to State Entities CFDA Number 84.282A

13. Competition Identification Number:

84-282A2019-1

Title:

Expanding Opportunity Through Quality Charter Schools Program Grants to State Entities FY19

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment | Delete Attachment | View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Washington Innovation and Excellence CSP Grant Program

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Tracking Number:GRANT12788817 Funding Opportunity Number:ED-GRANTS-122818-001 Received Date:Feb 09, 2019 03:33:53 PM EST

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant WA-007 * b. Program/Project WA-all

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2019 * b. End Date: 09/30/2024

18. Estimated Funding ($):

* a. Federal	[redacted]
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	[redacted]

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment | Delete Attachment | View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name: Patrick

Middle Name:

* Last Name: D'Amelio

Suffix:

* Title: CEO

* Telephone Number: [redacted] Fax Number:

* Email: [redacted]

* Signature of Authorized Representative: [redacted] * Date Signed: 02/09/2019

Tracking Number:GRANT12788817 Funding Opportunity Number:ED-GRANTS-122818-001 Received Date:Feb 09, 2019 03:33:53 PM EST

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Washington State Charter Schools Association

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	21,303.00	20,435.00	17,153.00	19,815.00	18,165.00	96,871.00
4. Equipment						
5. Supplies	13,050.00	15,000.00	48,000.00	48,000.00	50,000.00	174,050.00
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

Indirect Cost Information *(To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: _____ To: _____ (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify): _____

The Indirect Cost Rate is _____ %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____ %.

PR/Award # U282A190002

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Washington State Charter Schools Association		

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Tracking Number:GRANT12788817 Funding Opportunity Number:ED-GRANTS-122818-001 Received Date:Feb 09, 2019 03:33:53 PM EST

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U. S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
[redacted]	CEO
APPLICANT ORGANIZATION	**DATE SUBMITTED**
Washington State Charter Schools Association	02/09/2019

Standard Form 424B (Rev. 7-97) Back

Tracking Number:GRANT12788817 Funding Opportunity Number:ED-GRANTS-122818-001 Received Date:Feb 09, 2019 03:33:53 PM EST

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
4040-0013

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* Washington State Charter Schools Association

** Street 1* 210 S. Hudson St. #324 *Street 2*

** City* Seattle *State* WA: Washington *Zip* 98134

Congressional District, if known: WA-007

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:
Department of Education

7. * Federal Program Name/Description:
Charter Schools

CFDA Number, *if applicable:* 84.282

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*
$

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* N/A *Middle Name*

** Last Name* N/A *Suffix*

** Street 1* N/A *Street 2*

** City* N/A *State* *Zip*

b. Individual Performing Services (including address if different from No. 10a)

Prefix ** First Name* N/A *Middle Name*

** Last Name* N/A *Suffix*

** Street 1* N/A *Street 2*

** City* N/A *State* *Zip*

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*** Signature:** [redacted]

***Name:** *Prefix* ** First Name* Patrick *Middle Name*

** Last Name* D'Amelio *Suffix*

Title: CEO **Telephone No.:** [redacted] **Date:** 02/09/2019

Federal Use Only:

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Standard Form - LLL (Rev. 7-97)

Tracking Number:GRANT12788817 Funding Opportunity Number:ED-GRANTS-122818-001 Received Date:Feb 09, 2019 03:33:53 PM EST

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1240-2019_02_06 - WA Charters GEPA Stateme | Add Attachment | Delete Attachment | View Attachment

Washington Innovation and Excellence CSP Grant Program GEPA Section 427

Submitted in Support of Washington State Charter Schools Association's Application to CSP Grants to State Entities Competition 2019 (CFDA 84.282A)

The Washington State Charter Schools Association (WA Charters), a statewide nonprofit charter support organization, will provide oversight to the Washington Innovation and Excellence CSP Grant Program application. In accordance with our organizational mission to meet the needs of systemically underserved students and the principles outlined in Section 427 of the General Education Provisions Act (GEPA), WA Charters and its partners are committed to ensuring equitable access to, and participation in, federally-assisted program for students, teachers, and other program beneficiaries with special needs. The partners in the Washington CSP grant program will design and enact CSP grant systems and processes that enable fair and equitable access to grant supports and opportunities for Washington families, students, and educators. By instituting an intentional, inclusive strategy for outreach, communication, and technical assistance, in addition to requirements for CSP grant recipients to execute inclusive practices, the CSP grant program strives to eliminate barriers that may arise for potential program beneficiaries that are related to, gender, race, national origin, color, disability, age and/or geographic location. The following are a sampling of strategies that will be implemented:

- To support access for CSP subgrantees and potential applicants to the program that are deaf or hard of hearing, WA Charters will ensure that any in-person presentations related to the CSP grant will include clear captions, hard copy versions, and the option to receive interpretation or translation services.
- To support access for CSP subgrantees and potential applicants to the federal grant that are visually or hearing impaired, WA Charters will ensure all recorded technical

assistance and update webinars have closed-captioning and other assistive technology options included before posting them online for public viewing.

- To ensure a wide reach of communication, including to CSP subgrantees and potential applicants to the federal grant in rural and remote areas, WA Charters will ensure that information about CSP grant opportunities is made available across multiple mediums, including newsletter updates, our website, social media, and in-person convenings. In addition, WA Charters will provide technical assistance to grant applicants and recipients via online platforms and in-person, to ensure geographic location does not pose a barrier to support. WA Charters will post dates, times, and registration information on its website and send reminders to applicants that have registered to attend to ensure awareness about the opportunity.
- Currently 58% of Washington's charter students qualify for free and reduced-price lunch and 9% are English language learners. It is critical for these students and their families to access information about charter school options in their region, and to get on-going information about the school once enrolled. Thus, WA Charters will require CSP subgrantees to host centrally-located information sessions that are easy to access by public transportation, make available childcare for attendees, and provide translators and interpreters, as needed, to reduce barriers that low-income and non-English speaking families may face when participating in such meetings and events.
- CSP subgrantees will be required to develop and implement a GEPA plan as part of their planning grant to ensure equitable access and participation in accordance with principles outlined in Section 427 of the General Education Provisions Act (GEPA).

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Washington State Charter Schools Association

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Patrick Middle Name:

* Last Name: D'Amelio Suffix:

* Title: CEO

* SIGNATURE: [redacted] * DATE: 02/09/2019

Tracking Number:GRANT12788817 Funding Opportunity Number:ED-GRANTS-122818-001 Received Date:Feb 09, 2019 03:33:53 PM EST

OMB Number: 1894-0007
Expiration Date: 09/30/2020

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

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2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: 1241-CSP Grant 2019 - WACharters - Abstract - F | Add Attachment | Delete Attachment | View Attachment

Tracking Number:GRANT12788817 Funding Opportunity Number:ED-GRANTS-122818-001 Received Date:Feb 09, 2019 03:33:53 PM EST

Abstract
Washington's Innovation and Excellence CSP Grant

As the forty-second state in the nation to launch a charter school sector, Washington has some of the strongest policy supports of any state. Launched in 2012, the sector has a tumultuous history of legal opposition, concluding in October 2018 with the Washington Supreme Court's ruling upholding the constitutionality of the charter school law in the case *El Centro v. Washington.* In spite of these challenges, our sector has twelve operating charter public schools that are, overall, showing strong academic results. It is within this still young, yet robust and determined, charter sector that the Washington State Charter Schools Association (WA Charters) applies for this CSP grant **in partnership** with the Office of the Superintendent of Public Instruction (OSPI), the State Board of Education (SBE), and the Washington State Charter School Commission (Commission). This application demonstrates how these state entities are collaboratively **working to strengthen a cohesive statewide system to support the opening, expansion, and replication** of new, high-quality charter schools. In direct support of this overarching goal, WA Charters proposes four strategic objectives:

- **Objective 1:** Increase the number of high-quality charter schools and authorized charter school seats in Washington.
- **Objective 2:** Improve student outcomes in Washington's charter schools, especially for at-risk[1] students.
- **Objective 3:** Disseminate innovative, effective educational practices that improve student outcomes with key Washington stakeholder groups (i.e., educational partners, traditional public education systems, parents and families, and community-based organizations.)
- **Objective 4:** In collaboration with Washington authorizers, support and strengthen our best-in-class authorization process and develop, review, and iterate an authorization renewal process in alignment with the National Association of Charter School Authorizers (NACSA)'s quality practices.

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** 1243-Narrative and TOC - FINAL.pdf

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Washington Innovation and Excellence CSP Grant
Number: 84.282A
Project Narrative Table of Contents

	page #
INTRODUCTION	1
COMPETITIVE PREFERENCE PRIORITIES	
Competitive Preference Priority 1 – At Least One Authorized Public Chartering Agency Other than a Local Educational Agency, or an Appeals Process 3-4	3
Competitive Preference Priority 2 – Equitable Financing	5
Competitive Preference Priority 3 – Charter School Facilities	7
Competitive Preference Priority 4 – Best Practices to Improve Struggling Schools	9
Competitive Preference Priority 5 – Serving At-Risk Students	11
Competitive Preference Priority 6 – Best Practices for Charter School Authorizing	15
SELECTION CRITERIA	
Selection Criteria A Quality of Project Design	22
Selection Criteria B Objectives	24
Selection Criteria C Quality of Eligible Subgrant Applicants	36
Selection Criteria D State Plan	46
Selection Criteria E Quality of Management Plan	54
Selection Criteria F Parent and Community Involvement	61
Selection Criteria G Flexibility	62
APPLICATION REQUIREMENTS	32
I. Description of the Program	22-24, 36-46
I.A.1 Support the Opening of Charter Schools	19, 43
I.A.2 Inform Eligible Applicants of Available Funds	43
I.A.3 Access Federal Funds	5- 6, 13, 54
I.A.4 Closure Protocol	20, 48, 53
I.A.5 Work with State Educational Agency	6
I.A.6 Subgrantee Monitoring and Fiscal Sustainability	19, 46, 49
I.A.7 Support Charter Schools to Improve Struggling Schools or Turnaround Schools	9-15
I.A.8 Recruitment, Enrollment, and Retention	14, 33
I.A.9 Share Best Practices	9-11, 28
I.A.10 Ensure Charter Schools Meet the Needs of All Students	11-13, 14-15
I.A.11 School Quality Initiatives	29 -32

I.A.12 Authorizer Oversight	21-23, 32, 34,
I.A.13 High Schools	11, 29
I.B.1 Competitive Preference Priorities	3-22
I.B.2 Strengthen Cohesive Statewide System	1, 23, 32, 44, 50, 52
I.B.3 Strengthen Cohesive Strategy	30-32
I.C.1 Subgrant Application	18, 34, 36-39, 49, 55, Appendix F:16
I.C.2 Subgrant Application Review	42, 51, 55 Appendix F:16
I.D. Partner Organizations Roles and Responsibilities	44
I.E. Transportation	34
I.F. Open Meetings and Open Records Laws	35
I.G. Support Diverse Models	35
II. Assurances	Appendix A
III.A. Federal Waivers	63-64
III.B. State Waivers	63-64

List of Tables

Table 1: 2017-2018 Charter School Student Demographics	12
Table 2: CREDO Table "Performance of Charter Schools Compared to Traditional Schooling Alternatives in Washington State"	13
Table 3: Washington Application Solicitation Outcomes for *Both* Authorizers (Commission and Spokane Public Schools)	18
Table 4: Table 4: Objectives, Activities and Performance Measures	24-29
Table 5: Table 5: State projections for the number of existing and expected high-quality charter schools in Washington	37
Table 6: Anticipated Subgrant Awards	38-39
Table 7: Partner Roles and Responsibilities	44-46
Table 8: Management Plan	55-59

Appendix A: Assurances	
Appendix B: Resumes	
Appendix C: Letters of Support	
Appendix D: Proof of Non-Profit	
Appendix E: Proprietary Information	
Appendix F: Other	
Appendix F: 1: E2SSB 6194 The Charter School Act	
Appendix F: 2: Washington State Charter History	
Appendix F: 3: New Charter School Application	

Appendix F: 4: 2018 CREDO Report	
Appendix F: 5: WA Charters Prevention and Intervention	
Appendix F: 6: Sample Charter Contract	
Appendix F: 7: Performance Frameworks (Academic, Operational and Financial)	
Appendix F: 8: Specific Authorizer Monitoring Activities	
Appendix F: 9: WA Charters Strategic Plan	
Appendix F: 10: Project Logic Model	
Appendix F: 11: Commission Strategic Plan	
Appendix F: 12: School Leadership and Design Fellowship	
Appendix F: 13: ESSA 4303 Local use of Funds	
Appendix F: 14: New Charter School Application Evaluation Rubric	
Appendix F: 15: CSP Subgrant Application (New Charter School Application Section 30)	
Appendix F:16: CSP Subgrant Application and Monitoring Process	
Appendix F: 17: CSP Project Coordinator Job Description	
Appendix F: 18: Washington WestEd Final CSP Monitoring Report	
Appendix F: 19: Bibliography	
Appendix F: 20: Glossary of Acronyms	

Introduction: Washington State Charter History and Context

The opportunity: This is a moment of immense opportunity for charter schools and students in Washington. As the forty-second state in the nation to launch a charter school sector, Washington is well-positioned to learn from the experience of others, capitalize on best practices, and has some of the strongest policy supports of any state. In fact, Washington's charter law was ranked third strongest in the nation two years in a row (2018 and 2019) by the National Alliance for Public Charter Schools (NAPCS)[1].

Context is everything. **1.B.2** At five years old, Washington's charter sector is still relatively new but has exemplified the values of grit and collaboration in the face of ongoing challenges. In September of 2015, the Washington Supreme Court ruled the state's existing charter law unconstitutional, preventing schools from continuing to operate as charter schools. A temporary solution enabled schools remain open until a new charter school law was passed in 2016. (Appendix F:1: E2SSB 6194). This new law was then opposed once again and was under litigation for the second time in just a few short years until the Washington Supreme Court ruled the law constitutional in October 2018. (See Appendix F:2: Washington State Charter History). As these challenges have arisen WA Charters, OSPI, the State Board of Education, (SBE), and authorizers have consistently stepped up to address the sector's most urgent needs, coalesce and build up our strongest advocates, and create opportunities for charter growth.

It is within this strong and determined charter sector that the Washington State Charter Schools Association (WA Charters), **in partnership** with the Office of the Superintendent of Public Instruction (OSPI), the (SBE), the Washington State Charter School Commission (Commission), applies for this CSP grant. This application demonstrates how the tenacity and

collaborative **work of these state entities have built and strengthened a cohesive statewide system to support the opening, expansion, and replication** of new and innovative high-quality charter schools, *and* mitigating duplication of efforts across these systems.

The road ahead: The October 2018 the Washington Supreme Court ruling upholding the constitutionality of charter public schools in Washington removed a significant barrier to growth in our sector, paving the way for the sector to fulfill its potential as a leader in innovation and accountability. This is in part demonstrated by authorizers receiving more than double the number of Notices of Intent to apply (NOIs) in December 2018 than in the year previous. While challenges to building a sustainable charter sector in Washington remain, charter parents, students, OSPI, the SBE, charter authorizers, WA Charters, our supporters, and our funders are committed to the same demonstrated partnerships and responsive and sustained action we have provided in the past.

In direct support of the overarching goal to increase and sustain high-quality charter schools in Washington, improve student outcomes, and increase opportunities for all students, WA Charters is requesting CSP funding from the Grants to State Entities program to support the following four strategic objectives:

- **Objective 1:** Increase the number of high-quality charter schools and authorized charter school seats in Washington.
- **Objective 2:** Improve student outcomes in Washington's charter schools, especially for at-risk students.
- **Objective 3:** Disseminate innovative, effective educational practices that improve student outcomes with key Washington stakeholder groups (i.e., educational partners, traditional public education systems, parents and families, and community-based organizations.)

- **Objective 4:** In collaboration with Washington authorizers, support and strengthen our best-in-class authorization process and develop, review, and iterate an authorization renewal process in alignment with the National Association of Charter School Authorizers (NACSA)'s quality practices.

Competitive Preference Priority 1—At Least One Authorized Public Chartering Agency Other than a Local Educational Agency, or an Appeals Process

Per state law (Appendix F:1), *the Washington State Charter School Commission (Commission) is an independent state agency that is statutorily required to authorize and provide effective oversight to high-quality charter public schools throughout Washington state, especially schools that are designed to expand opportunities for at-risk students, and to encourage the highest standards of accountability for these schools* (E2SSB 6194 Sec. 107, RCW 28A.710.070(1)). As the only statewide charter school authorizer and holding a legislatively mandated mission to authorize high-quality public charter schools and provide effective oversight, the Commission ensures transparent accountability to improve educational outcomes for "at-risk" students (to whom we will refer as at-risk students in this application in alignment with our state's policy language). The Commission was established in April 2013 and per the Charter School Act (RCW 28A.710.070), was tasked with the following:

- Establish itself as an INDEPENDENT state agency, including hiring staff or contracting for personnel support;
- Authorize HIGH-QUALITY public charter schools, particularly for AT-RISK STUDENTS;
- Ensure the highest standards of ACCOUNTABILITY AND OVERSIGHT for authorized schools;

- Develop, negotiate, execute, manage, and enforce CHARTER CONTRACTS (maximum 5 years in length);
- DEVELOP A SOLICITATION AND EVALUATE RESPONSES TO SOLICITATIONS (charter applications);
- MONITOR PERFORMANCE AND LEGAL COMPLIANCE of charter schools including, without limitations, education and academic performance goals and student achievement;
- Promptly notify and take appropriate CORRECTIVE ACTIONS or EXERCISE SANCTIONS in response to a charter school's apparent deficiencies in school performance or legal compliance;
- Determine whether each charter school merits RENEWAL, NONRENEWAL OR REVOCATION; and
- Develop a TERMINATION PROTOCOL AND ASSOCIATED DUE PROCESS for use when nonrenewal or revocation is indicated.

The Commission is governed by 11 publicly appointed Commissioners.

CPP2(b): Application Appeals Process - Not Applicable

In Washington, Local Education Agencies (LEAs) are NOT the only authorized public chartering agencies; the Commission serves as the authorized statewide public chartering agency. The Commission *has* an established application appeals process for solicitation protest procedures (Appendix F:3, p. 9, New Charter School Application) [NCSA]), which utilizes an external, neutral expert source to review application appeals and make approval or non-approval recommendations to the Commissioners to act upon.

Competitive Preference Priority 2— Equitable Financing and 1.A.3

When the legislature approved the new charter **law in 2016,** it stated clear legislative intent that "state funding for charter schools be distributed equitably with state funding for other public schools" (RCS 28A.710.280(1)). Charter schools are funded based on the same state funding formulae-used for traditional public schools, including funding that is distributed based on student characteristics, such as funding for students who qualify for special education, transitional bilingual students, and students who qualify for free- and reduced-price lunch. The charter school law also makes clear that charter schools are eligible for state funding for school construction (RCW.28A.710.230(1)). The law states:

(1) …state funding for charter schools be distributed equitably with state funding provided for other public schools.

(2) the superintendent of public instruction shall transmit to each charter school an amount calculated as provided in this section and based on the statewide average staff mix factor for certificated instructional staff, including any enrichment to those statutory formulae that is specified in the omnibus appropriations act…

> *(a) The superintendent shall, for purposes of making distributions under this section, separately calculate and distribute to charter schools' moneys appropriated for general apportionment under the same ratios as in RCW 28A.150.260.23 24*
>
> *(b) The superintendent also shall, for purposes of making distributions… in accordance with the applicable formulae for categorical… and any enrichment to those statutory formulae that is specified in the omnibus appropriations act, separately calculate and distribute moneys appropriated by the legislature to charter schools for:*

(i) Supplemental instruction and services for underachieving students through the learning assistance program under RCW 28A.165.005 through 28A.165.065;

(ii) Supplemental instruction and services for eligible and enrolled students and exited students whose primary language is other than English through the transitional bilingual instruction program under RCW 28A.180.010 through 28A.180.080;

(iii) The opportunity for an appropriate education at public expense as defined by RCW 28A.155.020 for all eligible students with disabilities as defined in RCW 28A.155.020;

(iv) Programs for highly capable students under RCW 28A.185.010 through 28A.185.030; and

(v) Pupil transportation services to and from school in accordance with RCW 28A.160.150 through 28A.160.180. Distributions for pupil transportation must be calculated on a per eligible student basis based on the allocation for the previous school year to the school district in which the charter school is located.

Additionally, each charter school ***functions as an LEA*** and may apply for eligible non-formulaic, competitive grants or programs that support either school-level or LEA-level activities. To date, there have been no instances of schools not receiving their state or federal funds in a prompt and timely manner.

1.A.3 a.b. and **1A.5** WA Charters works with charter schools and will work with eligible applicants to ensure that they can and do access all local, state, and federal funds they are eligible to receive, and ensure that the charter students attending those charter schools [**1.A.3.a.b.]** participate in and receive the commensurate share of public funds. This is demonstrated by WA Charters and OSPI trainings on *how* to access the funds. For example, WA Charters coaches and provides technical assistance to schools on accessing all state categorical funds and applying for

available public funding streams (e.g. 21st Century Community Learning Grants, National School Lunch Program funds, etc.). Charter schools *have* applied and received such funds. As another example, the OSPI Financial Services Director has presented several times at the WA Charters Annual Conference and works closely with charter schools and the authorizers to ensure an understanding of how state and federal funds are allocated. Lastly, OSPI's School Apportionment and Financial Services Department provides apportionment, iGrants, Education Data System (EDS) and financial services training and onboarding sessions to all new Washington charter schools.

Competitive Preference Priority 3— Charter School

In Washington, the charter school law E2SSB 6194.PL, Section 123, explicitly provides:

(a) Funding for facilities: *Charter schools are eligible for state funding for school construction. (RCW 28A.710.230(1))*

(b) Assistance with facilities acquisition: WA Charters continues to lead the charge to ensure equitable access to public school funding and facilities by building partnerships and positive will for charters. This is in part evidenced by a strong existing partnership with the Washington Charter School Development (WCSD), a non-profit, full service, real-estate development firm that focuses exclusively on the development of charter school facilities. WCSD has delivered seven charter school campuses in the Washington through the provision of grants, low cost sub-debt, and highly subsidized leases. WCSD has also provided management expertise to identify facilities solutions and to navigate the entitlements, funding, design, and development of these facilities. WA Charters has ensured that all schools are able to consult with WCSD during the planning and program development phase of their charter application. Additionally, WA Charters has built strong relationships with community lenders and school philanthropies to

ensure the flow of investment into our sector and toward charter school facilities (See Appendix C: Letters of Support).

(c) Access to public facilities: Section (3) A charter school may negotiate and contract with a school district, the governing body of a public college or university, or any other public or private entity for the use of a facility for a school building at fair market rent. Section (4) Public libraries, community service organizations, museums, performing arts venues, theaters, and public or private colleges and universities may provide space to charter schools within their facilities under their preexisting zoning and land use designations.

Washington's charter law (E2SSB 6194) **gives charter schools a right of first refusal** to purchase or lease unused public-school facilities. For example, Willow Public School in Walla Walla secured school space *on* the Walla Walla Community College campus in partnership with the college; unfortunately, due to severe college budget cuts that opportunity fell through.

d) The ability to share in bonds or mill levies: Charter schools in Washington do not have access to local levies (mill levies) as a result of the 2015 ruling by the Washington Supreme Court against I-1240, which struck down the original voter-approved charter school law. Lack of access to local levies created a funding inequity for charter schools as compared to district schools. Charter advocates are currently working with state policy makers to address this gap. *However*, the local levy gap is smaller in Washington than most states because our percentage of education funding coming from local sources is also smaller. Nationwide, 45% of public-school revenue come from local sources, whereas in Washington, last year approximately 20% of public-school funding came from local levies. Over the next two years, local levy funding is set to decrease even more while state funding increases, due to recent legislation, further narrowing the local levy funding gap between charter and district schools.

(e) Washington law offers charter **schools the right of first refusal to purchase (or lease) public school buildings:** *(2) If a school district decides to sell or lease the public school facility or property pursuant to RCW 28A.335.040 or 28A.335.120, a charter school located within the boundaries of the district has a right of first refusal to purchase or lease at fair market value a closed public school facility or property or unused portions of a public school facility or property negotiated agreement with mutual consideration. The consideration may include the provision of educational services by the charter school.*

(f) Low or no cost leasing privileges: These privileges are not yet an option for charters in Washington.

Competitive Preference Priority 4— Best Practices to Improve Struggling Schools and LEAs (and **1.A.9)**

Charter schools' best and promising practices are significantly influencing practice at the state level as evidenced below. Given the tumultuous beginning and youth of our sector these examples demonstrate our state's potential for significant collaboration between charters and the traditional public-school system.

WA Charters' Director of School Services is a member of the OSPI Washington **State Special Education Advisory Committee** (SEAC) and has championed the Universal Design for Learning[5] (UDL) framework (highly effective for ensuring inclusive education for students who qualify for special education) for state use. Because of her leadership in supporting UDL training for charter schools, WA Charters' Director of School Services was **asked by OSPI to train the state special education committee** on this practice, which will support implementation of this

and other high-quality education practices for students who qualify for special education across Washington districts and through policy-making.

Another example is the dissemination of charter best practices across regional coalitions, such as the Rural Alliance. The Rural Alliance is a grassroots partnership of 70 Eastern Washington, rural districts with a clear focus on post-secondary program completion and career readiness for rural students. The Rural Alliance has included charter schools in their annual conference over the past two years, and as a result, **fourteen schools in seven** Rural Alliance districts have adopted the Summit Learning Platform, an online tool developed by Summit Public Schools – a national charter school network with a strong presence and three operating schools in Washington – to help improve education outcomes by providing individualized learning pathways for students.

Charter school best practices are shared at WA Charters' Annual Conference which is open to all school and district staff and has included district-charter collaboration as a focus for the past four years. In December 2018, the SBE Director of Policy and Partnerships and the Commission's Executive Director presented on the *Performance of WA's Charter Public Schools* to the *statewide* Washington Education and Research Association (WERA). Additionally, the Commission identifies charter school best practices through its monitoring process and shares with charter and other interested schools.

In March 2018, the SBE released the Washington School Improvement Framework (WSIF), which creates a unified system of increasing levels of support for schools. The WSIF measures schools along nine key indicators and provides a deeper dive into data by student group. It is aligned to the legislatively mandated sub-group accountability requirements for charter schools and in the charter Academic Performance Framework. As one indicator in the

Academic Performance Framework for charter schools, and as charter schools are halfway into their third year, we have yet to see how charter school best practice will impact this new accountability system.

Competitive Preference Priority 5— Serving At-Risk (and 1.A.7.a and 1.A.10)

Since the first charter school law (I-1240) passed in Washington, the sector has been intentionally focused on narrowing or eliminating the wide opportunity gaps in our state's education system and increasing educational opportunities for at-risk students. All of WA Charters' incubation and technical assistance efforts (See also Appendix F: 9 Strategic Plan) are in direct alignment with the charter school law (E2SSB 6194 Sec. 107, RCW 28A.710.070) which requires that the authorizers approve and provide oversight to high-quality charter schools, *especially schools that are designed to expand opportunities for at-risk students, and to ensure the highest standards of accountability and oversight for these schools*. The law explicitly notes, *authorizers shall give preference to applications for charters schools that are designed to enroll and serve at-risk student populations* (RCW 28A.710.070). The term **"At-Risk" aligns with the federal definition of "Educationally Disadvantaged" as evidenced below**:

"At-risk student" means a student who has an academic or economic disadvantage that requires assistance or special services to succeed in educational programs. The term includes, but is not limited to, students who do not meet minimum standards of academic proficiency, students who are at risk of dropping out of high school, students in chronically low-performing schools, students with higher than average disciplinary sanctions, students with lower participation rates in advanced or gifted programs, students who are limited in English proficiency, students who are members of economically disadvantaged families, and students who are identified as having special educational needs (RCW 28A.710.010(2).

Table 1 below demonstrates that overall, charter schools in Washington serve a higher percentage of at-risk students than the state percentage: Fifty-eight percent of charter students qualify for free- and reduced-price lunch as compared to 45% statewide. Sixteen percent of charter students qualify for special education services as compared to 14% statewide. Of positive note, Rainier Prep, continues to outperform **both** the district and state on the reading and math state assessment. Overall, charter public schools also serve more students of color than the state average.

Table 1: 2017-2018 Charter School Student Demographics

School	Total Enrollment	Special Education	FRPL	Trans-itional Bilingual (ELL)	Students of Color
Green Dot Destiny	245	57	194	16	192
Green Dot Excel	167	32	83	21	114
Green Dot Rainier Valley Leadership Academy	104	19	76	20	94
PRIDE Prep	396	63	200	1	105
Rainier Prep	324	34	249	86	304
SOAR Academy	140	25	102	9	106
Spokane International Academy	389	43	156	7	113
Summit Atlas	159	28	76	12	98
Summit Olympus	152	29	107	11	111
Summit Sierra	299	45	122	24	219
Total	2,375	375	1365	207	1,456
CHARTER	2,375	16%	58%	9%	61%
STATE	1,115,445	14%	42%	12%	46%

Note: *OSPI has not yet published 2019 data for Impact Public Schools and Willow Public Schools, Full reporting will be available as of the 2018-2019 school year.*

Ensuring Student Services

1.A.3.c. WA Charters' True Measure Collaborative (TMC) (see p. 14), granting, technical assistance, and leadership development programs **support schools in meeting the needs of students served under categorical programs,** including students who qualify for special education and English learners. Impact of these efforts is noted in Stanford University's recent CREDO study[3] (Appendix F:4) which found that "Overall, charter-school students' scores on state math and reading exams grew at a similar pace compared to their peers enrolled in traditional public schools. That finding was true for almost all student racial and demographic groups, with English learners being the notable exception. Students learning English who were enrolled in charter schools performed considerably better."[4] (See Table 2 below). It should also be noted that according to a recent study by the University of Washington Center on Reinventing Public Education (CRPE)[5], Washington's charter schools are providing more inclusive education to students with special needs than the state average.

Table 2: CREDO Table "Performance of Charter Schools Compared to Traditional Schooling Alternatives in Washington State"

	Significantly Worse		Not Significantly Different		Significantly Better	
Subject	Number	Percent	Number	Percent	Number	Percent
Reading	1	14%	2	29%	4	57%
Math	1	20%	2	40%	2	40%

The Commission New Charter School Application (NCSA) includes specific criteria (Appendix F:3, Section 10) by which new schools must address how they will identify and meet

the learning needs of at-risk students (as defined earlier). The NCSA also includes specific criteria for applicants to address **1.A.8**, student recruitment and enrollment (Section 11) and "describe a plan for outreach, engagement, culturally relevant models, services, and strategies (for discipline, instruction, curriculum, etc.) **specifically designed to serve at-risk students** and improve their outcomes." Additionally, the application requires that services are culturally inclusive and provide for equal access to interested students and families. (For more description, see Appendix F:3: NCSA Sections 3, 4, 8, 10, 11, 12). The NCSA is evaluated on the extent to which the applicant provides research-based and proven best practice models and strategies to serve students who are at risk.

WA Charters provides significant school design support and ongoing technical assistance to operating schools in support of this focus on at-risk students. WA Charters works in two ways to do this: 1) By *preventing* student dropout through innovative school design and the prioritization of individualized education pathways for each student and 2) By intervening to help ensure that students stay in school and continue paths to and through college or post-secondary credentials/career. (See Appendix F:5, WA Charters Prevention and Intervention Supports for At -Risk Students).

PREVENTION: WA Charters runs a charter school incubation program for prospective school leaders that facilitates the design of charters that meet the needs of at-risk students. One of the primary design components of these programs is grounding leaders in curricula and instructional design best practice focused on student success which provide a foundation for prevention of student dropout from the get-go. WA Charters provides robust technical assistance focused on providing inclusive and responsive education that helps prevent dropout, especially for students who qualify for special education. **1.A.10** For example, the **TMC** program (pp. 13,

21), coordinated by WA Charters, is a multi-partner training and technical assistance program that helps ensure students who qualify for special education services receive highly inclusive education, responsive individualized education plans, and strong post-graduation plans.

INTERVENTION: WA Charters recognizes the need for early dropout intervention and has created access to early warning systems for dropout prevention for all operating and authorized charter schools in Washington. WA Charters provides Washington Assessment of the Risks and Needs of Students subscriptions free of charge to all schools and provides training on implementation and best practices. Additionally, in 2017 the Washington State Legislature instituted a new requirement for districts with 300 or more students to enter in to a Memorandum of Understanding with their local court to establish a Community Truancy Board (RCW 28A.225.026). To ensure high-quality community truancy boards, reduce the individual charter school burden, and share best practices across regions, WA Charters has facilitated and will continue to support the coordination of the regional Community Truancy Boards.

Competitive Preference Priority 6— Best Practices for Charter School Authorizing

Washington's authorizing environment has been nationally ranked within the top three for the past two years in 2018 and 2019. Additionally, "On the Road to Accountability: An Analysis of State Charter School Policies" (NACSA, 2014) gave Washington's policy a maximum score of 30/30 among states with few authorizers. This strong authorizing and monitoring environment is supported by statute. RCW 28A.710.100, reads:

(3) ***All authorizers*** *must develop and follow chartering policies and practices that are* ***consistent with the principles and standards for quality charter authorizing developed by the national association of charter school authorizers*** *in at least the following areas:*

(a) Organizational capacity and infrastructure;

(b) Soliciting and evaluating charter applications;

(c) Performance contracting;

(d) Ongoing charter school oversight and evaluation; and

(e) Charter renewal decision making.

Additionally, RCW 28A.710.120,

(1) the state board of education is responsible for ***overseeing*** *the performance and effectiveness of all authorizers approved under RCW 28A.710.090*

(2) Persistently unsatisfactory performance of an authorizer's portfolio of charter schools, a pattern of well-founded complaints about the authorizer or its charter schools, or other objective circumstances may trigger a special review by the state board of education.

Also, per law, the SBE requires **an annual authorizer report** on the progress of the schools in its portfolio. This annual report is used to report to the legislature, for SBE oversight of the authorizers, and to provide transparency to the public on charter school progress and accountability.

Since inception in Washington, **1(B)(1)** WA Charters, the Commission, SPS, the SBE, and OSPI have been active partners on all aspects related to the legislative mission to authorize high-quality charter schools and provide effective oversight of Washington's charter schools. During the early startup phase of the sector, NACSA played a critical role in helping to establish and implement best practices for charter school authorizing in the state. During the first four years after the voters approved the charter school law, the Commission, SPS, the SBE, and WA Charters met with NACSA on a regular basis (in some cases, monthly) to ensure alignment to best practices as our sector has grown. This work is in alignment with the legal mandate to State Board of Education: *"In reviewing or evaluating the performance of an authorizer's portfolio of*

charter schools, the State Board of Education must apply nationally recognized principles and standards for quality charter school authorizing." (RCW 28A.710.120(3))

Because of the ongoing, early technical assistance from NACSA, both authorizers and SBE have implemented NACSA's principles and practices of quality authorizing and monitoring. After only five years as an authorizer, the Commission is often asked by other authorizers across the country to share their NCSA and process. In spring 2018, the Commission took on the task of examining its practices against NACSA's findings from its Quality Practices Project (*Leadership, Commitment, Judgment: Elements of Successful Charter School Authorizers*)[6]. The Commissioner-led subcommittees on this work, and staff continue to build capacity in its authorizing and oversight.

Rigorous Authorizing Process, Clear Criteria and Evaluation of New Charter School Application

Washington's charter school law mandates a rigorous authorizing process, including a 32-point charter school application, as detailed at RCW 28A.710.130(2)). In addition, the charter school law requires that in reviewing and evaluating charter school applications, authorizers must employ *"procedures, practices, and criteria consistent with nationally recognized principles and standards for quality charter school authorizing"* (RCW 28A.710.140(2))

The Commission's NCSA and process includes all the required elements of the RCW *and* the following: (See Appendix F: 3, NCSA).

- Emphasis on cultural competence, cultural inclusivity, and cultural responsiveness;
- Existing non-profits requirement for their financial history and viability;
- An Application *Evaluation Rubric*

- A Capacity Interview *Performance Task*
- External application evaluation teams led by authorizer staff
- Authorizer produced Recommendation Reports outlining the extent to which an Application has met application standards;
- Commissioner participation in the Public Forums; and
- Applicant engagement in the planning and conduct of Public Forums.

Table 3 demonstrates the number of NCSA and approvals over solicitation cycles for *both* authorizers. It is important to note that once the Washington Supreme Court upheld the charter school law in October 2018, the number of Notices of Intent to apply more than doubled.

Table 3: Washington Application Solicitation Outcomes for *Both* Authorizers (Commission and Spokane Public Schools)

Year	Notices of Intent to Apply (NOI)	Application Submissions	Approved Applications
2013	25	20	8
2014	13	5	2
2015	8	2	2
2016	*	*	*
2017	4	3	1
2018	5	4	1
2019	13	Due March 1, 2019 March 29, 2019 (SPS)	TBD

***Note:** Due to the 2015 Washington Supreme Court ruling there was no annual application release in fall of 2015, thus no new application review in spring 2016.*

Oversight/Monitoring.1.C.1.b Each charter school in Washington operates according to the terms of a required charter contract. According to the charter school law, "*The **contract must establish the terms by which the charter school agrees to provide educational services that, at a***

minimum, meet basic education standards, *in return for a distribution of public funds that will be used for the purposes established in the contract and in this and other applicable statutes. The charter contract* ***must clearly set forth the academic and operational performance expectations and measures by which the charter school will be evaluated and the administrative relationship between the authorizer and charter school****"* (RCW 28A.710.160(2)) (Appendix F:6: Sample Charter Contract). **1.A.1** *Antecedent* to the legally binding charter contract becoming effective ***and prior*** **to school opening, each school must complete all** ***Pre-Opening Conditions*** **as specified in the charter contract**.

A charter contract means a fixed-term (five-year) renewable contract between a charter school and an authorizer that outlines the roles, powers, responsibilities, and performance expectations for each party to the contract. The authorizers view the charter contract as more than just a legal agreement with the schools. The contract provides charter schools, parents, students, and the public with the authorizers' performance expectations for each charter school.

1.A.6 Charter schools are monitored for compliance regarding state and federal laws, the charter contract, and performance by their authorizers, along with a variety of state agencies, including OSPI, for fiscal and federal program oversight, and the State Auditor's Office (SAO). Annually, by law, **all authorizers** provide each school with a Performance Report that describes the school's performance against the expectations laid out in the law for **each** performance framework.

Per the charter school law, the performance provisions within the charter contract must be based on a Performance Framework (Framework) that clearly sets forth the **academic, financial and operational performance indicators, measures, and metrics** that will guide an authorizer's evaluation of each charter school (see Appendix F:7: Performance Frameworks).

The Framework is essentially three frameworks with associated measures and metrics that assures the authorizers and the public of the school's **academic growth and progress**, **financial health and viability**, and **compliance with state and federal regulations**. The Framework is a tool to *"ensure the highest standards of accountability and oversight"* (RCW 28A.710.070(1)) and to engage in continuous learning and compliance conversations with charter schools. In addition to meeting program specific academic, financial, and operational/organizational goals, all schools must participate in the statewide student assessment system applicable to all public schools and are subject to the same performance improvement goals adopted by the State Board of Education under RCW 28A.305.130, (RCW 28A.710.040(2)(b)).

The Commission engaged SPS, charter school operators, and various stakeholders in the development of the indicators, metrics, and targets for the Framework, which is designed to 1) ensure each school can retain flexibility and autonomy in determining their mission, vision, and educational program *and* 2) to be used in renewal and revocation decisions (See also p. 54). All Washington charter schools annually commit to meeting the indicators and targets as set forth in the Framework. **1.A.4** (See also Appendix F:8, Specific Authorizer Monitoring Activities and Appendix F:1, E2SSB 6194, Sections 118-120 for Monitoring, Renewal, Revocation).

WA Charters has consistently partnered with both authorizers and the SBE to ensure that both authorized public chartering agencies implement best practices for charter school oversight/monitoring. For example, WA Charters provided early assistance to facilitate collection of stakeholder input for the development of the Framework, conducted of much of the initial onboarding and planning of the first charters in 2014, **continues participation in co-planning** with the Commission and OSPI for school onboarding, and participates in the

Commission's annual school planning sessions to provide input to authorizer monitoring protocols and processes.

Other examples of WA Charters' strong contribution to charter monitoring and oversight include the creation of the TMC in 2015 (noted above in CPP 5, pp.13, 14), and WA Charters' technical assistance to charters on 13 existing internal and external school quality and accountability measures such as the Peer Review (See Appendix F:9: WA Charters Strategic Plan).

1.A.12.b WA Charter's Chief Executive Officer has participated in NACSA's CEO cohort to help ensure that Washington's authorizing landscape is aligned with national practice. He also has monthly meetings with the Commission Executive Director and regular meetings with the Spokane Superintendent. As well, staff from both authorizers meet **at least quarterly, and on an ongoing basis** and collaborate with WA Charters on the daily work of authorizing, incubation, monitoring and support of high-quality charter schools to align WA Charters' assistance to their authorizing practices. This is in part demonstrated by the WA Charters' Director of Policy and Government Relations' attendance at **every** Commission meeting and attendance at the annual NACSA conference to help ensure that Washington continues to learn from and adopt national best practices. WA Charters Director of Policy ang Government Relations also confers regularly with the Commission and Spokane Public Schools regarding legislative issues and interpretations.

Increased Student Academic Achievement for Renewal.

In Washington, charter school students' academic performance is the most important factor authorizers must consider when making decisions regarding revocation or renewal of a charter contract. Washington's charter school law creates a presumption of non-renewal if

charter school's performance falls in the bottom quartile of school in the statewide public school achievement index (RCW 28A.710.200(2)). Per Washington charter law, *(1) An authorizer may revoke a charter contract at any time, or may refuse to renew it, if the authorizer determines that the charter school did any of the following or otherwise failed to comply with the provisions of this chapter:… (2) An authorizer may not renew a charter contract if, at the time of the renewal application, the charter school's performance falls in the bottom quartile of schools on the Washington achievement index developed by the State Board of Education under RCW 28A.657.110.* Washington authorizers have distinct legal guidelines for the oversight, renewal, revocation and or closure of a charter school (Appendix F:1: E2SSB 6194, Section 118: Monitoring, 119: Renewal, 120: Revocation, and, 121: Termination).

Selection Criteria A) *Quality of the Project Design*:

The need/rationale: In 2017, WA Charters engaged in significant stakeholder input in the development of its 2017 Strategic Plan (See Appendix F: 9). The 2017 Strategic Plan also has strong alignment to the Commission's 2018 Strategic Plan priorities (Appendix F: 11). Both entities received strikingly similar input from the field, including:

- Increase the number of high-quality charter schools
- Continue to support the academic quality and rigor of charter seats in Washington with high quality seats and improve outcomes for our most at-risk students
- Disseminate best practices across educational partnerships and networks to positively impact systems and a healthy policy and legal environment
- Continue to support strong authorizing and oversight processes as the sector grows and moves into its first renewal phase in 2020

About WA Charters: Launched in April 2013 after Washington voters narrowly approved Initiative 1240 (I-1240), WA Charters serves as the central hub for new charter school incubation, technical support, and advocacy for the state's growing charter school sector. WA Charters has proven to be a powerful partner, supporter, and voice for charter schools in Washington, despite a challenging legal and political landscape. This work has been in partnership with (**1.B.2**) the two charter authorizers, who remain strong and have increased their capacity for authorization and oversight over the past five years.

In its role as the sector's central hub, WA Charter is well-positioned to lead the Washington Innovation and Excellence CSP Grants Program, in partnership with OSPI, the SBE, and authorizers, and to carry out the goal of the project to increase high-quality charter schools and improve academic outcomes for at-risk students. Since the first charter school law passed in Washington, the sector has been intentionally focused on narrowing the wide opportunity gaps in our state's education system. WA Charters' work in this area is exemplified by three primary areas of focus: school incubation, school and sector support, and sector advocacy. Since its inception, WA Charters has directly supported the development of 13 (out of 13) charter schools. In line with WA Charters' mission, these schools are, in almost every instance, serving a higher percentage of students who are at-risk, as compared to the local district and statewide averages (See Table x page 30).

Currently, Washington has 13 authorized public charter public schools. Twelve of these are open and operating schools serving 3,361 students; the other will open its doors in fall 2019 and is currently enrolling its first cohort of students. By the 2021-22 school year (the last year of authorization available, based on the current charter law, based on the pipeline of applications we are receiving for our incubator, we anticipate 30 authorized schools in Washington (See

Projections Table 5 p. 37), serving over 7,000 enrolled students and authorized to grow to 11,200 seats in total (most schools begin operation with a smaller number of grades than they are authorized to serve at scale, allowing them to build their facilities, staff, and enrollment in a sustainable manner).

The overarching goal of this grant proposal is the continued collaboration of all state entities to strengthen a cohesive statewide system to support the opening, expansion, and eventual replication of new, high quality charter schools to improve outcomes for all students, especially students who are at risk. The Innovation and Excellence CSP Grant Program design for the proposed project is described in the Logic Model (Appendix F:10) where the need/rationale are connected to the inputs (resources), grant activities (outputs) and outcomes/performance measures (short-term, mid-term and long-term).

Selection Criteria B) Objectives, Activities, ***and*** **Performance Measures**

Table 4: Objectives, Activities and Performance Measures		
Objective 1: Increase the number of high-quality charter schools and authorized charter school seats in Washington.		
Activity 1.1: Conduct subgrant competition and annual renewal **Activity 1.2:** Conduct CSP subgrant monitoring **Activity 1.3:** Conduct research on best practice expansion and replication processes and options		
Performance Measures	**Baseline Data**	**Performance Targets**
1a. (GPRA) Number of charter schools in Washington	2018-2019 =13	18 for 2019-20 24 for 2020-21 30 for 2021-22
1b. Number of students enrolled in high-quality charter schools in Washington	3,361 2018-2019 school year (as of 10/20/18)	4,500 - 2019-20 5,800 - 2020-21 7,000 - 2021-22 8,500 – 2022-23 9,500 – 2023-24

1c. Number of authorized charter seats	7,400 in 2018-2019	9,200 2019-20 10,200 2020-21 11,200 2021-22 N/A 2022-24
1d. Number of CSP subgrant applications submitted	0	3 for 2019-20 7 for 2020-21 6 for 2021-22 N/A for 2022-24
1e. Number of CSP Planning & Implementation subgrants awarded	0	2 for 2019-20 6 for 2020-21 2 for 2021-22 N/A for 2022-24
1f. Number of CSP expansion subgrants awarded	0	N/A for 2019-20 and 2020-21 1 for 2021-22 N/A for 2022-23 1 for 2023-24
1.g Percent of CSP subgrants annually renewed	0	100% per year
Objective 2: Improve student outcomes in Washington's charter schools, especially for at-risk students.		
Activity 2.1: Build upon and expand current collaborations with districts and charters to spread best practices **Activity 2:2.** Provide professional development, needs-based technical assistance, and capacity-building and engagement opportunities for charter schools and authorizers to improve outcomes for charter school students identified as at- risk **Activity 2.3:** Recruit and retain a diverse high-quality teaching force		
Performance Measures	**Baseline Data**	**Performance Targets**
2a. Percent of **schools** meeting or exceeding on authorizer academic performance framework indicators	Baseline: 33%	Increase by approximately 10% annually the percent of schools meeting or exceeding academic performance framework indicators each year. 40% for 2019-20 50% for 2020-21 60% for 2021-22 70% for 2022-23 80% for 2023-24

<table>
<tr><td></td><td></td><td></td></tr>
<tr><td>2b. Percent decrease in the opportunity gap in both English Language Arts and Math for charter students identified as at-risk (6th and 10th grade chosen as grades because they are the grades most represented across Washington's charter schools.)</td><td><table>
<tr><th>2018</th><th>6th ELA</th><th>6th MATH</th><th>10th ELA</th><th>10th MATH</th></tr>
<tr><td>CHARTER FRL</td><td>50%</td><td>45%</td><td>50%</td><td>16%</td></tr>
<tr><td>CHARTER SPED</td><td>16%</td><td>23%</td><td>N/A</td><td>N/A</td></tr>
<tr><td>STATE ALL</td><td>56%</td><td>48%</td><td>70%</td><td>41%</td></tr>
</table></td><td>Demonstrate year-over-year decrease of gap between charter FRL and SpEd students and the state average by at least 1% annually.</td></tr>
<tr><td>2c. Percent decrease in discipline referrals for students identified as at-risk (FRL and SpEd)</td><td><table>
<tr><th>2018</th><th>CHARTER</th><th>STATE</th></tr>
<tr><td>FRL</td><td>9%</td><td>5%</td></tr>
<tr><td>SPED</td><td>18%</td><td>7%</td></tr>
</table></td><td>FRL Decrease:
9%: 2019-20
8%: 2020-21
7%: 2021-22
6%: 2022-23
5%: 2023-24

SpEd Decrease:
18%: 2019-20
17%: 2020-21
16%: 2021-22
15%: 2022-23
14%: 2023-24</td></tr>
<tr><td>2d. GPRA: The percentage of fourth grade charter school students who are achieving at or above the proficient level on State examinations in mathematics and reading/language arts</td><td><table>
<tr><th>2018</th><th>4th ELA</th><th>4th MATH</th><th>8th ELA</th><th>8th MATH</th></tr>
<tr><td>CHARTER ALL</td><td>No data</td><td>No data</td><td>54%</td><td>41%</td></tr>
<tr><td>STATE ALL</td><td>57%</td><td>54%</td><td>59%</td><td>48%</td></tr>
</table></td><td>Increase of at least 1% annually for each measure.

At state level 2019-20
1% above 2020-21
2% above 2021-22
3% above 2022-23
4% above 2023-24</td></tr>
<tr><td>2f. GPRA: The percentage of eighth grade charter school students who are achieving at or</td><td>See table above</td><td>At least 1% annually:

1% 2019-20
2% 2020-21
3% 2021-22</td></tr>
</table>

above the proficient level on state examinations in mathematics and reading/language arts		4% 2022-23 5% 2023-24
2g. Maintain at least 60% or more charter students across the sector who qualify for free-and reduced-price lunch Maintain higher percentage of students who qualify for special education the state average (14%)	FRL: 64% for 2018-2019 SpEd: 16% for 2018-2019	Maintain at 60% or greater each year 2019-24 Maintain at state average or above for each year 2019-24
2h. Maintain or increase percent of teachers of color in charter schools; retain higher percentage of teachers of color than state average	31% for 2018-2019 (state average at 11%)	31%: 2019-20 32%: 2020-21 33%: 2021-22 34%: 2022-23 35%: 2023-24
2i. The number of district-charter convenings coordinated or participated in annually	15 annually as of 2018	Increase by one convening each year.
Objective 3: Disseminate innovative, effective educational practices that improve student outcomes to key Washington stakeholder groups (i.e., educational partners, traditional public education systems, parents and families, and community-based organizations.)		
Activity 3.1: Build broad community partnership and charter awareness (i.e. lead the statewide parent steering committee; work with partners to build robust communications about charter successes; convene annual charter sector conference that disseminates best practices) **Activity 3.2:** Facilitate research and reports on charter best practice impact on improved student outcomes		
Performance Measures	**Baseline Data**	**Performance Targets**

3a. Increase participation in parent steering committee	100 participants for 2018-2019 (approximately 3% of the student enrollment)	Annual increase of participating parents, representing approximately 3% of overall student enrollment annually 135: 2019-20 174: 2020-21 210: 2021-22 255: 2022-23 285: 2023-24
3b. Coordinate annual charter conference to disseminate charter school best practices	1 in 2018	5 conferences by the end of the grant period, reaching at least 1,500 participants in total.
3c. Convene annual meetings to identify areas of research and best practice in the charter sector; produce research articles or reports on Washington Charter school progress	2 for 2018-2019	1 convening per year resulting in 5 total convenings with three or more research articles, or reports over the course of the 5-year grant
Objective 4: In collaboration with Washington authorizers, support and strengthen our best-in-class authorization process and develop, review, and iterate an authorization renewal process aligned to NACSA's quality practices		
Activity 4.1: Research renewal best practices across the country. **Activity 4.2:** Develop authorizer renewal process (in partnership with authorizes). **Activity 4.3:** Obtain stakeholder input (i.e. charter schools, SBE, etc.) on renewal process. **Activity 4.4:** Implement high-quality renewal process on first round of schools up for renewal in 2020-2021. **Activity 4.5:** Renewal process iteration and further development.		
Performance Measures	**Baseline Data**	**Performance Targets**
4a. Number of schools successfully renewed for new contracts	0	N/A for 2019-2020 90% for years 2, 3, 4 and 5
4b. Satisfaction surveys after renewal process	0	N/A for 2019-20 and 2020-21, 90% for years 3, 4 and 5

4c. Authorizer board or Commission adopt renewal process policy	0	N/A for 2019-20 and 2020-2021, Both authorizers by 2021-22 N/A for years 4 and 5

Objective 1 (and **1.A.11, 1.A.13):** *Increase the number of high-quality charter schools and authorized charter school seats in Washington.* Activities in support of objective 1 are predominately focused on subgrant training and technical assistance, awards, implementation, and monitoring.

Activities 1.1 and 1.2 are described in detail in Selection Criteria C pp. 36-46. Activity 1.1 is supported by WA Charters' school incubation programs and as-needed application support, which ensures that leaders interested in starting new charter schools can 1) Learn about the process and 2) Are well-prepared to launch innovative, accountable models *and* are able to present these designs in a comprehensive manner to authorizers.

Activity 1.3 involves research of authorizers, other CSP Grants to State Entities awardees who award expansion and replication subgrants, and NACSA in an effort to develop best-in-class expansion and replication subgrant applications and to inform authorizer policies around expansion and replication.

Objective 2: *Improve student outcomes in Washington's charter schools, especially for at-risk students.* The activities for this objective focus on building sector capacity through technical assistance, sharing of best practices, and increasing our diverse, high-quality teaching force to improve outcomes for all students.

Activity 2.1: WA Charters will continue to build upon its current efforts to expand collaborations between districts and charters in order to spread charter best practice, through: 1) Monthly ESD Special Education Director meetings with TMC Special Education leadership; 2)

Participation in biannual Rural Alliance convenings; and 3) Annual CRPE presentations on charter best practice and charter-district collaboration (at the WA Charters Annual Conference. CRPE will conduct research and develop briefs and case studies to codify and disseminate sector best practices.

Activity 2:2 and **1.A.11:** WA Charters will continue to provide high-quality professional development and needs-based technical assistance to charter school leaders exploring new or expanding charter schools. **1.B.3**.WA Charters demonstrates this leading edge as follows: 1) Cross-sector convening, ensuring that school teams who are applying for authorization, schools in their planning year, and schools who are operating and working toward expansion can gather, share best practices, and gain support from a network of their peers; 2) Ongoing operational and technical assistance provided to operating charter schools, ensuring that schools are high-quality and can meet the criteria to expand or replicate; and 3) Statewide awareness-raising about successes at charter public schools, ensuring that Washington's high-quality charter sector is attractive to innovative and effective education leaders. Awareness-raising activities include working with media to accurately portray charters in Washington; social media campaigns; developing stories of student and community success; and hosting externally facing events that disseminate best practices across communities, districts, and charter school partners.

Activity 2.3: WA Charters works with our sector and our partners to recruit and retain a diverse high-quality teaching force, resulting in a teacher force of 31% educators of color this school year (vs. 11% educators of color statewide.)[8] To date, these activities have included partnership with colleges of education, presence at regional recruitment events on behalf of the sector, coordination of national and local recruitment events in partnership with Teach For America – Washington, and outreach to local affinity and alumni groups.

Objective 3: *Disseminate innovative, effective educational practices that improve student outcomes to key Washington stakeholder groups (i.e., educational partners, traditional public education systems, parents and families, and community-based organizations.)* Dissemination will include leveraging the awareness and convening efforts mentioned in Objective 2, above.

Activity 3.1: WA Charters will continue to expand its efforts to develop and strengthen a cohesive strategy to (**1.B.3)** encourage collaboration between charter schools and districts on the sharing of best practices (CPP 3 pp. 7-9). Due to its position as a primary support and technical assistance provider, WA Charters holds a unique role in catalyzing collaboration between charters and local educational agencies. We have developed a cohesive, three-part strategy to encourage collaboration and continue to iterate this strategy as the sector grows.

1) Collaborate on shared challenges (i.e. special education, small districts, rural school support), through the TMC and the Rural Alliance (CPP 5 pp.11-15)
2) Leverage, share, and align to systems of support already available through district and state systems (i.e. OSPI services and trainings and ESD back-office support)
3) Implement ongoing stakeholder engagement and cultivation of new partners (i.e. training or briefing potential new authorizers upon request [to date, 1-2 times annually], promoting general charter awareness through events and district-charter convenings as mentioned above, and providing district and regional stakeholder engagement through school tours and community forums, which occur at least quarterly.)

Activity 3.2: WA Charters will continue its ongoing collaboration with CRPE to facilitate research studies and reports/articles on Washington charter school best practice impact on improved student outcomes. Dissemination will include leveraging the awareness and

convening efforts mentioned in Objective 2, above. WA Charters has been active in CRPE's nationally recognized charter school research and annual convenings.

Objective 4 and 1.A.11, 1.A.12.b In Washington, charter school student academic performance is the most important factor authorizers must consider when making decisions regarding revocation or renewal of a charter contract. As Washington's most mature charter schools are midway through their third operating year, Washington charter school authorizers have little practical experience implementing renewal criteria. As such, WA Charters, in partnership with the authorizers, will continue to support, provide technical assistance to, and strengthen our best-in-class authorizer practices by facilitating the development, review, and iteration of an authorization renewal process aligned to NACSA's quality practices.

Activities 4.1- 4.5 were developed based on identified needs across the sector and in consultation with authorizer staff and leadership. Upon award notification, WA Charters will immediately contract with NACSA or similar technical assistance provider to work with both authorizers on the identified activities. See Management Plan pp. 58-59 for timelines, etc.

Application Requirements (not already included in the application)

1.B.2 As noted earlier, OSPI's commitment to supporting charter students was demonstrated in November 2015 when the Washington Supreme Court ruling overturned I-1240, giving Washington charter schools just a few weeks to shut their doors. OSPI immediately collaborated with the authorizers, WA Charters, and a rural district in Eastern Washington (Mary Walker School District) to allow most of the charter schools to operate as nonprofit Alternative Learning Experience providers under contract with the Mary Walker School District. OSPI proposed emergency rule changes, assisted in the enrollment transfers, responded to funding

questions, and provided extensive technical assistance to all parties so that these schools would remain open as ALE providers and still receive their state and federal funds. Students did not miss a single day of school during this untimely transition.

Additionally, OSPI, the SBE, and the State Auditor Office (SAO) support charter schools in the same manner that they support all district schools in the state. Key OSPI activities include: 1) Monitoring and allocating federal- and state-specific programs via OSPI's EDS/iGrants system; 2) Collaborating with the state charter authorizers and WA Charters to provide training programs and fiscal technical assistance as needed; 3) Assisting with information dissemination; and 4) Supervising budgeting, accounting, and financial reporting to provide consistent financial management and accountability. The SAO conducts regular audits of school districts' and all charter schools' finances to ensure sound accounting practices and compliance with state and federal fiscal policy. The authorizers use the OSPI and SAO compliance reports as part of their annual charter school performance review.

1.A.8.a. Potential new charter schools are required to address their plans for **recruitment and enrollment practices** to promote inclusion of all students, including the elimination of any barriers to enrollment for at-risk students (including foster youth and unaccompanied homeless youth); and to address **(II) how they will support** all students once they are enrolled to **promote retention**, including by reducing the overuse of **discipline practices** that remove students from the classroom, in their NCSA which they are held accountable to in their charter contract (see Appendix F:3: NCSA Sections 10,11, 3, 7, 9). NCSA Orientations, on-boarding and ongoing technical assistance are specific WA Charters, OSPI and Commission supports which ensure potential applicants are aware of these requirements and how to address them.

1.A.12.a. N/A applies to a non-charter support organization**.**

1.C.1.d: One example of how applicants solicit and consider input from parents and other members of the community on the implementation and operation of their charter school is found in Section 2: Family and Community Involvement, of the NCSA (Appendix F:3) which requires that schools describe the specific role to-date of the parents/guardians and community members involved in developing the proposed school, *and* describe and provide evidence of *how* the school has assessed and built parent/guardian and community demand for the proposed school.

Additionally, in response to **1.C.1.d** *how* the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate each charter school, Section 2 also requires schools to, "Describe how the school will engage parents/guardians in the **life of the school** and share how this plan will be culturally inclusive; explain their plan for building family-school partnerships that strengthen support for learning and encourage parental involvement; and describe in detail any commitments or volunteer activities the school will seek from or offer to parents/guardians." Authorizer approval indicates an applicant has met these criteria.

1.E Per the charter law, "*applicants must provide plans for providing transportation*" (RCW 28A.710.130(2)(y)) and OSPI must separately calculate and distribute moneys appropriated by the legislature to charter schools for: *(v) Pupil transportation services to and from school in accordance with RCW 28A.160.150 through 28A.160.180. Distributions for pupil transportation must be calculated on a per eligible student basis based on the allocation for the previous school year to the school district in which the charter school is located.*

1.F In Washington, as public schools and functioning LEAs, all charter schools are required to comply with the state Public Records Act (RCW 42.56) and Open Public Meetings Act (RCW 42.30).

The OPMA contains specific provisions regarding regular and special meetings, executive sessions, the types of notice that must be given for meetings, the conduct of meetings, and the penalties and remedies for violations. Authorizers monitor for this charter contract provision in part through the School Board observations (three times yearly) and through their Epicenter on-line desk review. It should be noted that WA Charters has also long supported school compliance with OPMA and will continue to do so through training provided to *every* charter school Board by WA Charters' Director of Policy and Government Relations.

1.G. WA Charters is committed to the support of diverse charter school models; we do this through the mission and values of our School Leadership and Design Fellowship (new school leader incubation) program, which prioritizes diverse and innovative models and geographic diversity and its diverse leadership pipeline program, Aspiring Leaders (see Attachment F:12: School Leadership and Design Fellowship overview for more information). For example, this year WA Charters is supporting a team from Wenatchee, a small community located in sparsely populated central Washington, as well as a school model in Spokane designed for teen parents and merges a high school and an early childhood center. WA Charters also works to spread the word about charter schools as opportunities for innovation in rural regions through stakeholder engagement and partnership with rural district collaborations, such as the Rural Alliance and other community leadership groups. In 2018, WA Charters met with stakeholders in Yakima, a rural farming area of Central Washington, four times over the course

of the year to help seed interest in charter school growth in that area and we continue to build relationships to that end.

All other Application Requirements are noted and addressed throughout this proposal. See Table of Contents for page numbers.

Selection Criteria C) Quality of Eligible Subgrant Applicants: In Washington, there is a **strong likelihood** that eligible applicants receiving subgrants under this program will meet their objectives and improve educational results for students. This is in part evidenced by the quality of the processes and systems in place in Washington and their alignment to national authorizer best practice, including Washington's comprehensive and rigorous application solicitation process, much of which is required by state law (and aligns to and in several instances *exceeds* federal CSP subgrant expectations, definitions and requirements); WA Charters' sought-after incubator program; and strong SBE and authorizer oversight. Although the sector is young, early indications (Appendix F:4, CREDO's 2018 report) demonstrate that charter school impacts on educational results for at-risk students are promising, with indicators moving in the right direction.

As demonstrated in Table 3 (p. 18), not everyone who applies to open a charter school is approved. Washington has learned from 41 other states what a *rigorous* new school application process should look like. With NACSA's assistance, Washington has designed a rigorous, yet attainable application process that **ensures authorization of <u>only</u> high-quality applicants**. Only authorized new school applicants are eligible to receive a CSP subgrant.

Projected Number of High-Quality Charter Schools in Washington.

Now that the Washington charter law is no longer under legal threat, an acceleration of new charter schools applications appears to be underway. The need to support high-quality

charters schools and seats in Washington is critical at this opportune time with the anticipated growing influx of applicants. The projection in Table 5 is based on *known* potential new applicants in the pipeline. This strong pipeline is modeled based on WA Charters' documented demand for the School Leadership and Design Fellowship, the number of Notices of Intent to Apply submitted to authorizers in December 2018 (13), participation in the Commission's new Charter 101 trainings, "interest" calls, and a projection of prospective independent start-ups not currently in the pipeline.

The Washington charter law limits the number of new charter schools to eight new schools per year for a maximum of 40 schools in a five-year period. Given our knowledge of the new school pipeline we will likely not overrun the yearly cap. While advocacy efforts across the state on this issue are underway, and we are confident of a rule change prior to the five-year 2021 cap deadline, at this time we are unable to project *new* school subgrant competitions after 2021.

Table 5: State projections for the number of existing and expected high-quality charter schools in Washington

	Authorized Schools						Total Projected Authorized Schools			
School Year	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**Increase**
2013-14	7									0
2014-15		9								2
2015-16			11							2
2016-17				11						0*
2017-18					12					1
2018-19						13				1
2019-20							19			6
2020-21								25		6
2021-22									30	5

***Note:** Because of the 2015 Washington Supreme Court decision, new school solicitations did not occur in 2015-2016. Per the 2016 charter school law, all previous charters technically became new charter schools and started new, 5-year contracts in 2016.*

Anticipated Award Distribution This proposal requests 10 five-year planning and implementation subgrants, and 2 three-year expansion grants, funding a total of 12 applicants over the grant period. Per a school poll, WA Charters is aware of 3 *potential* school expansions. (While Washington schools are still not yet eligible for CSP expansion grants, some schools will be in the 2020-21 school year.) This request allows for WA Charters to research and explore expansion (and replication) grant options and develop expansion subgrant criteria and protocols in Year 1 of the grant period, which will allow for potential expansion applicants in Years 2-5 of the grant. Additionally, authorizer expansion and replication policy and processes will be researched and shared with the authorizers for policy development efforts (See also Activity 1.3).

A subgrant request for 10 new schools and 2 expansion grants is both an ambitious *and* realistic goal for Washington. Table 9 below demonstrates the projected number of CSP planning and implementation and expansion subgrants WA Charters expects to award during the five-year grant period.

Table 6: Anticipated Subgrant Awards

Award Type	2019-20	2020-21	2021-22	2022-23	2023-24
Planning and Design [redacted]	2 schools	6 Schools	2 Schools	*	*
Year 1 Implementation [redacted]	N/A	2 schools	6 Schools	2 Schools	
Year 2 Implementation [redacted]	N/A	N/A	2 Schools	6 Schools	2 Schools
Year 3 Implementation [redacted]	N/A	N/A	N/A	2 schools	6 Schools
Year 4 Implementation [redacted]	N/A	N/A	N/A	N/A	2 schools

Year 1 Expansion [redacted]	N/A	1 school	1 school		
Year 2 Expansion [redacted]	N/A	N/A	1 school	1 school	
Year 3 Expansion [redacted]	N/A	N/A	N/A	1 school	1 school
Total	**2**	**8**	**9**	**12**	**9**

Schools may receive up to $200,000 for one-year planning and design and $1,300,000 for four-years of implementation, or $1,500,000 in total per planning and implementation subgrant award, distributed over the five-year grant period. Additionally, based on research executed in year one of the project by the CSP Project Coordinator, eligible existing schools may be able to apply for a three-year expansion subgrant beginning in 2021.

The one-year planning grant funds are designed to support charter schools during their planning and design year, defined as the time between signing their charter contract with their authorizer through the day they become operational (not to exceed 18 months). CSP funds may be used for any of the ESSA (4303(h)(1-6)-defined local use of funds noted in Appendix F:13. The four-year implementation grant funds are designed to support high-quality implementation and growth of schools to scale, and will be used to help to defray the gap in state per-pupil allocations and real costs charter schools experience based on federal allowable costs. Three-year expansion grants, as stated above, will be researched during the first years of the grant award and criteria set based on national best practice and alignment with sector needs.

CSP Subgrant Application Process 1(C).1 and **2** The charter authorizers' NCSA and authorizing processes have gone through several iterations since their inception in 2013, based on feedback from the field and internal review. As brand-new authorizing entities in 2013 and

2014, the Commission and SPS relied heavily on NACSA in the development, implementation, and evaluation of its first solicitation process for new charter schools and have developed their application and process based on the best practices modeled by NACSA and drawn from national expertise. The Commission has continued to refine the NCSA and process, and now *both* authorizers conduct all aspects of their solicitation process and **meet or exceed federal CSP sub grant requirements**. SPS continues to look to the Commission for guidance and uses the Commission's application and process creating **strong coherence across authorizer processes.** While the Spokane's NCSA may not look exactly like the Commission's application **it does meets the same high standards required in Section 110 of the law** which requires **all** authorizers to use quality charter practices developed by NACSA (RCW 28A.710.100(3)).

1.C.1 The Commission's annual application process for potential charter schools includes: early notification of application release and timelines; an NCSA Evaluation Rubric (see Appendix F:14); a three-hour applicant information webinar; a notice of intent to apply; a full-day application training for potential applicants (offered several times throughout the state); vetting by external evaluators; evaluator training; an external review process led by Commission staff; a due diligence review; a three-hour applicant capacity interview inclusive of an applicant performance task; public forums for each applicant to obtain community input; written recommendation reports to the Commissioners; and Commissioner/board approval/non-approval decisions. The NCSA is a comprehensive document which outlines the entire new school application process, the application eligibility criteria, submission instructions, application requirements, cover pages, certifications and assurances, selection criteria, evaluation rubric and CSP subgrant application. For more information on the NCSA solicitation process and timeline,

(see CPP 6 (pp.16-19, Appendix F:3: NCSA, pp. 24-25, Appendix F:16). (Note – all dates are updated annually for each new application cycle.)

Because the NCSA meets and exceeds federal CSP subgrant requirements, WA Charters, in coordination with the authorizers, plans to capitalize on this existing process to determine subgrant eligibility, as laid out below. The initial timeline for the actual subgrant process, including orientations and training is outlined in the CSP Management Plan, Table 8, pp. 55-59. A more specific and formal timeline will be established upon grant award.

1. Applicants intending to apply for a CSP subgrant complete the authorizer NCSA and the CSP subgrant application, which is embedded in the NCSA as Section 30, (Appendix F:15 Subgrant Application), to indicate that they are applying for a five-year planning and implementation grant in the event they are authorized as a school. (The to-be-developed expansion subgrant application and process is not applicable to new schools and will be developed in alignment with other authorizer and state monitoring and compliance to maintain efficiencies for schools and strong accountability to CSP requirements.)
2. The vetted external evaluators rate and comment on the entire NCSA (including the CSP subgrant application) and provide an Authorizer Recommendation Report to the authorizers and WA Charters. (CSP subgrant application or lack thereof DOES NOT impact authorizer decisions regarding approving or denying a NCSA.)
3. Once a NCSA is approved by the charter authorizer and the charter contract is executed, the applicant is eligible for CSP grant funds. After the authorizer resolution meetings, which determines which charter school applicants will be authorized, the CSP Project Coordinator will independently read and evaluate each NCSA that has been approved by their authorizer and review the Authorizer Recommendation Reports and all evaluation team comments for

the CSP portion of the application (Section 30). The CSP Project Coordinator will then prioritize subgrants based on the application evaluation team CSP subgrant application ratings. To be further eligible for a subgrant, an applicant must fall in the "meets" or "exceeds" range for the CSP section of the application. If there are more applicants that "meet" the CSP subgrant criteria than there are available CSP subgrants, CSP staff will award based on competitive preference priority points (CPP).

4. CSP staff will notify an applicant of their award eligibility within one month after the resolution meeting. Given the current NCSA solicitation timelines, schools would be notified of their subgrant award eligibility within 90 days of the resolution meeting (usually May or June), while the timeline for schools in year one of the grant will start on October 1st when the grant period begins. Schools will not receive the award until they have completed mandatory systems and CSP grant requirements, submitted all grant forms, negotiated final subgrant objectives and activities, obtained approval of all expenditures, and ensured they are ready to receive expenditure reimbursements aligned to the federal October 1st – September 30th funding cycle.
5. Newly authorized schools that did not meet the CSP award criteria would have an opportunity to respond to needed changes and re-apply for the subgrant if there are available subgrants after the initial awards are decided.

While CSP is a competitive grant program, **1.C.2** in Washington, the authorizer NCSA is *not* a competitive process in that schools do not compete against each other, however there is a high standard for approval, as stated throughout this application. A new school applicant that has been approved by an authorizer has been thoroughly vetted regarding their academic, operational, and financial ability to run a school and has met or exceeded the state new school

standards *and* they have met or exceeded the federal CSP subgrant eligibility requirements based on their new school application submission. The CSP subgrant is competitive through the Competitive Preference Priorities in the subgrant application (Appendix 15).

1.A.2 WA Charters and authorizers will announce the CSP subgrant competition in conjunction with the authorizers' annual NCSA solicitation announcement. WA Charters already consistently **informs eligible charter schools, developers, the community** and **other charter sector partners** of the **availability of funds** under the CSP program via their website, list serve mailings, newsletter updates, the WA Charters Annual Conference, and direct email or phone calls to potential new school leaders who have called or emailed with questions, and will continue to publicize CSP grants in this way. The Commission explicitly describes the CSP subgrant option in its *quarterly* Charter 101 trainings, and in the four cross-state Application Orientation trainings and additional webinars. The Orientations and webinars typically take place in the fall of each year as part of the NCSA release. In addition to these avenues, WA Charters will provide announcement of funds and raise awareness about the opportunities to apply through its comprehensive media and public-facing events. These will include: 1) Press release with broadcast across social media channels; 2) A standalone webpage on our website that will publicly provide application information and grant competition deadlines at all times; and 3) Announcements as appropriate at public-facing events including the WA Charters Annual Conference, quarterly regional stakeholder meetings, monthly parent steering committee meetings, bi-annual evaluation coalition meetings, and quarterly charter leadership meetings.

1.A.1 WA Charters **supports the opening of charter schools through the startup of new charter schools and the expansion** of high-quality charter schools as evidenced by the WA

Charters School Leadership and Design Fellowship and its pipeline program for diverse leaders, the Aspiring Leaders program. The incubation program for prospective school leaders is a comprehensive and thorough program with more applicants than spaces and a high success rate for its program leaders opening new schools. As evidence of this success, all graduates of the program who have applied for authorization have been successful; six out of the six independent charter schools in Washington have been founded by graduates of the program. (See also examples in CPP 6.)

1.C.1.a,1.B.2 and **1.D** Table 7 describes the administrative and contractual roles and responsibilities of eligible applicants, authorizers and partner organizations.

Table 7: Partner Roles and Responsibilities

Partner	Role	Responsibilities
WA Charters	Administration and Technical Assistance (TA) In-kind staff: Project Director (Years 1-5) Fiscal Manager, Technical Assistance Manager, and Family and Community Engagement Manager (Year 1 only) CSP-funded staff: Project Coordinator (Years 1-5), Fiscal Manager (Years 2-5), Technical Assistance Manager (Years 2-5), Family and Community Engagement Manager (Years 2-5)	Overall CSP grant management and oversight ● CSP TA ● CSP subgrant application ● CSP subgrant awards ● CSP subgrant monitoring ● Partner relationships/communication and coordination ● CSP grant reporting ● Conduct partnership meetings ● Dissemination of best practices in charter sector ● Collaborate with authorizers on authorization renewal development ● Hire and management of Project Coordinator ● Provide in-kind personnel ● Contract with contractor for development, implementation and iteration of authorizer renewal process ● Other as needed to accomplish the goals of the project
OSPI	Administrative with Memorandum of	● Mitigate the duplication of systems and efforts related to reporting and payments systems

	Understanding (MOU) or Contract	already in place to execute allocation of the CSP subgrants to schools ● Work with WA Charters to provide relevant access to EDS reporting and allocation systems ● Continue new school onboarding to OSPI systems, state and federal program fund access, competitive grants, etc. ● Disseminate best practices
Authorizers	Administrative with MOU	● Continue to provide authorization and oversight of charter public schools based on NACSA principles and practices of high-quality authorizers. ● Provide high-quality New School Application Process w/CSP subgrant application embedded in New Charter School Application (Section 30) ● Oversight of charter contracts, performance frameworks, renewals and reporting ● Collaborate on monitoring activities, as possible, to support authorizer and CSP monitoring goals, reduce burdens for schools, and avoid duplication of efforts ● Collaborate to collect and disseminate charter school best practices ● Collaborate with technical assistance provider(s) in developing and implementing best-in-class school renewal process ● Attend partnership meetings
State Board of Education	Administrative with MOU	● Provide oversight to charter authorizers ● Set annual NCSA solicitation dates ● Ensure annual reporting of charter school outcomes ● Collaborate with WA Charters and partners re: increasing the number of district authorizers ● Attend partnership meetings
Technical Assistance Providers	Contractual with WA Charters	● Research other authorizer renewal processes ● Develop Washington charter sector renewal process with authorizers and stakeholder input ● Implement and revise renewal process

		● Provide needs-based technical assistance to authorizers
Subgrantees	Contractual with WA Charters (and their authorizer for charter contract)	● Submit NCSA ● Apply for CSP subgrant ● Participate in technical assistance and orientation opportunities ● Execute charter contract with authorizer ● Operate a high-quality charter school ● Meet performance frameworks indicators and charter contract obligations ● Comply with CSP subgrant assurance, expenditure, and reporting requirements ● Respond to CSP monitoring site visit requirements ● Collect and disseminate charter school best practices
Philanthropic Partners	Partnership	Provide financial support to WA Charters to ensure operational support for project
Washington Charter School Development	Partnership with MOU	● Provide facilities grant and loan funding support to schools ● Provide strategic guidance to charters on school development and renovation

D. State Plan: **d)(1) Adequately Monitor** and **1.A.6.a. use of subgrant funds:** WA Charters' plan provides full administrative oversight over all aspects of the CSP grant to ensure that it adequately monitors the subgrant applicants and that each eligible applicant receiving a subgrant under its CSP program **is using subgrant funds for one of the activities described in 4303(h)(1-6)**.WA Charters' objectives for subgrant monitoring are threefold: 1) In all cases, be proactive, 2) Provide necessary and high-quality technical assistance, and 3) Provide *ongoing* support and oversight to ensure strong implementation and fiscal compliance throughout the grant period. Additionally, WA charters will partner with OSPI and the Commission to mitigate duplication of systems and processes in the implementation and monitoring of the subgrant in

order to maintain efficiencies for schools and across organizations. Currently, schools use OSPI's reimbursement platforms including the EDS and iGrants systems to submit reimbursement requests for all public funding including CSP funds. WA Charters, OSPI, and the Commission are in agreement that to the entities will work together to maintain these systems and structures as closely as possible. This process will allow charter schools to **use the same systems** for its CSP subgrant that it will use for **all its other state and federal program allocations and reporting.**

Programmatic Monitoring: WA Charters will take a strong and proactive technical assistance approach to monitoring the subgrantees (Appendix F:16: Subgrant process). First and foremost, risk is mitigated through eligibility requirements for the CSP subgrant: only schools with an approved charter contract may apply. (See Application process and eligibility in Selection Criteria C pp. 36-46 and CPP 6 pp. 18-22). Upon authorizer approval and WA Charters CSP subgrant application approval, WA Charters will meet with schools to clarify, negotiate and confirm that all grantees have clear, measurable, and ambitious CSP subgrant *objectives* prior to any grant award. Additionally, grantees will receive technical assistance and attend mandatory systems and federal allowable expenditure and reporting requirements training. WA Charters will use a monitoring rubric (TBD upon grant award) aligned to the CSP federal grant requirements to ensure that subgrantees are progressing on their objectives and using funds as allowable and in compliance with all state and federal regulations. Only when a subgrantee has completed these requirements *and* has accessed iGrants will the subgrant award be made.

WA Charters will continue to provide ongoing communication and needs based technical assistance (TA) to ensure subgrantees are progressing in compliance with their charter contract. In addition to this support, WA Charters has a comprehensive monitoring plan, including

quarterly desk reviews and annual site visits, which will allow WA Charters to ascertain if subgrantees are on track (See Appendix F:16, Subgrant process).

WA Charters will also provide *proactive* early and personalized TA in the case of little or no progress, or non-compliance to any sub grant requirements. The **quarterly desk reviews** allow for ongoing communication on grant progress. Subgrantees who are not making adequate progress on their subgrant and/or have identified grant concerns and non-compliance trigger monthly virtual or in-person check-ins, needs based technical assistance, additional mandatory training and/or reporting requirements. (See Appendix F:16 subgrant process).

1.A.4. The authorizers' strong planning and rigorous application process ensures that only high-quality applicants are authorized, thus minimizing the likelihood that a school will fail to meet performance of legal compliance expectations. Should that event occur, the law provides distinct, legal guidelines for authorizers to review charters and implement intervention, renewal, revocation and closure procedures. (See pp. 18-22, Appendix F:8, Authorizer Monitoring Activities and F:1 charter law Sections 118-121).

In all subgrant monitoring efforts WA Charters will coordinate with authorizers to obtain authorizer-produced, necessary reports and data on schools to mitigate duplication of effort on the schools' part. This may include Year 1 site visit monitoring and other onsite or virtual monitoring activities. WA Charters will receive authorizers' quarterly charter school financial statements and any notice of concerns regarding the schools' charter contracts. While WA Charters does *not* monitor a charter school's adherence to its charter contract, a subgrantee must be in full compliance with its authorizer contract to receive CSP funds. In the event that a

subgrantee has still not made the necessary grant or contract corrections, CSP subgrant funds will not be renewed for the next year.

Ongoing communication with authorizers and OSPI is a necessity for successful subgrant award implementation. WA Charters will notify authorizers of all CSP site visit and desk reviews reports and conduct quarterly reporting and check-in with authorizers regarding the charter contract, progress on the Performance Framework, or grant non-compliance, etc. and provide technical assistance to each school as applicable.

For the Year 1 subgrant on-site monitoring visit, WA Charters will coordinate with authorizers to coordinate or co-conduct the subgrant site visit with the authorizer site visit in order to reduce school time and effort on site visit preparation (See Appendix F:8, Authorizer Monitoring Activities).

Fiscal Subgrant Monitoring: All eligible applicants must demonstrate a sustainable (**1.C.1.e** and **1.A.6.b.)** five-year budget and fundraising plan (*without* CSP funds) in their NCSA. Thus, a subgrantee demonstrates sustainability after the subgrant period *prior* to ever receiving a subgrant. Additionally, as noted in the section above, *prior* to a subgrant award, WA Charters will work with schools to ensure **1.C.1.e**, that the applicant's planned objectives and activities are aligned to their projected budget and during implementation to their expenditures.
The CSP Fiscal Manager will use the OSPI school reimbursement systems to monitor on a quarterly basis for timely drawdowns, reasonable and allowable expenditures on a quarterly basis, and approve reimbursements as requested. CSP funds will not be reimbursed until all CSP subgrant contract and charter authorizer conditions are met.

1.B.2 In collaboration with the authorizers, the CSP Fiscal Manager will also be apprised of any fiscal concerns from the authorizer quarterly financial statements, review of the required independent audits, and State Auditor's Office accountability audit. The Commission is midway through a hiring process for a jointly funded Charter School Fiscal Specialist between OSPI and the Commission. This position will work to ensure that charter schools receive appropriate fiscal oversight by both the Commission and OSPI. While the CSP fiscal monitoring and review is predominately focused on the CSP budget and proposed expenditures, WA Charters will partner with the authorizers and OSPI to ensure strong charter school fiscal management. In addition to programmatic approval of their grant objectives and expenditures, CSP Subgrantees are required to submit their final Annual Subgrant Report prior to being approved for their next year CSP subgrant award. See Management Plan Table 8 for subgrant monitoring activities and timelines pages 55-59.

D(2) This application was developed in consultation with OSPI CSP staff and charter authorizers **1.B.2**. WA Charters will continue to collaborate with both authorized public chartering agencies and OSPI to **operate the State entity's program under this section and avoid duplication of work** for the charter schools, authorizers and OSPI. This is in part evidenced below and in CPP 6.

Reduces Duplication for the CSP Applicant: Utilizing the authorizer NCSA streamlines the CSP subgrant application process for applicants. This is evidenced by applicants having to submit only *one* application for *both* authorization and CSP eligibility. Additionally, newly approved charter schools only have to *engage one grant allocation and reporting system* – OSPI's existing and proven reporting and fiscal systems for all state and federal grants

management. This is the *same* statewide system they must use as public charter schools for all state and federal fund source allocations and reporting. This allows for new schools to be trained and oriented to *one* allocation and reporting system and reduces training time for schools. WA charters is partnering with the authorizers to coordinate monitoring site visits and reporting for CSP and authorization monitoring in an effort to maximize efficiencies for charter schools and organizations.

Reduces Duplication for WA Charters: By collaborating with authorizers and utilizing the authorizers' NCSA we mitigate duplication of several systems and processes. As one example, **1.C.2** using the authorizers' NCSA and external evaluation team to determine *applicant subgrant eligibility* means that WA Charters does not need to spend time and costly resources to solicit, train, and pay subgrant evaluators to run a separate review. The Commission has already developed a cadre of external application reviewers via a request for qualifications process. This evaluator cadre now has approximately 20 in- and out-of-state evaluators with expertise in charter and traditional public schools, school governance, finance, operations, professional development, educational programs, cultural competence, and other areas of the application, as well as application review experience. From this pool, a team of 4-5 **external** evaluators are selected based on the school grades, educational program model, demographics, etc. This external evaluation team and authorizer staff evaluate NCSA according to the authorizer's criteria and the application evaluation rubric (Appendix F:14) developed specifically for evaluator ratings. The rubric ratings are: Exceeds, Meets, Partially Meets, or Does Not Meet. This process will allow for ***one*** rigorous review of the NCSA while at the same time evaluating and rating the required federal CSP subgrant criteria.

1.B.2 Builds partnership and capacity for both the authorizers and WA Charters: This process allows for the newly authorized schools, WA Charters CSP staff, the state charter authorizers, and OSPI staff to have increased opportunities for collaboration in support of new, high-quality charter schools and continue to reduce the duplication of reporting efforts for charter schools. For example, WA Charters will provide CSP subgrant orientation and training in conjunction with the authorizers' NCSA orientations which are offered several times across the state (Appendix F:3, NCSA p X). These half-day CSP subgrant orientation will be conducted as part of the authorizer full-day application training. Other separate and required CSP subgrant orientations will also be offered. See also Partner Roles and Responsibilities Table 7 pp. 44.

D(3) Provide technical assistance and support for- D(3)(i) Subgrantees: WA Charters has a strong track record of providing high-quality technical assistance to the sector. This is evidenced in CPPs 3, 4, 5 and 6 and Appendix F:9: WA Charters Strategic Plan.

WA Charters will provide support for subgrantee CSP application and implementation technical assistance and ongoing subgrant trainings in the areas noted above in Sel3ection Criteria C-Applicant Eligibility, D(1) monitoring p. 46, and the Management Plan Table 8.

D(3)(ii) Authorizer Support and technical assistance. Both authorizers are *and* have been in good standing with the SBE. As noted earlier, SPS utilizes much of the Commission's best-in-class authorizing and monitoring processes (e.g., NCSA, rubric and solicitation process, charter contract, Performance Frameworks, etc.) and adapts as necessary. (See page 27 regarding the Commission's use of NACSA's findings from its Quality Practices Project**.)**

Eight of thirteen Washington charter schools are mid-year into their third school year of operation. The 5-year renewal process is around the corner for eight schools and their authorizers. At present, while the charter school law provides the broad outlines of a renewal

process (RCW 28A.710.190), the authorizers have not yet developed the detailed processes and procedures to implement the formal renewal process.

Specific to criteria **d(3)ii,** to provide technical assistance and support for quality authorizing, WA Charters dialogued with the authorizers and plans to contract with (a) high-quality charter authorizer consultant(s) to research, develop, assist with implementation of, and iterate an authorizer renewal process and protocols under authorizer coordination, resulting in a full renewal process in alignment with Section 119 of the law by summer 2020. For specific activities and timelines related to this technical assistance see Objective 4 on pp. 29, 32 and Management Plan p. 58-59). Additionally, WA Charters intends to provide contracted technical assistance to authorizers through the proposed subgrant research and technical assistance on expansion and replication and through collaboration on identification and dissemination of charter best practices.

School closure policy is tied to renewal non/renewal events. As evidence of a process and protocols for criteria **1.A.4** Washington law requires that authorizers, in collaboration with surrounding districts establish **clear plans and procedures to assist students enrolled in a charter school that closes or loses its charter to attend other high-quality schools**. Section 121(1) RCW 28A.710.210, states that, *(1) Before making a decision to not renew or to revoke a charter contract, an authorizer must develop a charter school termination protocol to ensure timely notification to parents, orderly transition of students and student records to new schools, as necessary, and proper disposition of public school funds, property, and assets. The protocol must specify tasks, timelines, and responsible parties, including delineating the respective duties of the charter school and the authorizer.*

(2) If the nonprofit corporation operator of a charter school should dissolve for any reason including, without limitation, because of the termination of the charter contract, the public school funds of the charter school that have been provided pursuant to RCW 28A.710.220 must be returned to the state or local account from which the public funds originated. If the charter school has commingled the funds, the funds must be returned in proportion to the proportion of those funds received by the charter school from the public accounts in the last year preceding the dissolution. The dissolution of a nonprofit corporation shall otherwise proceed as provided by law. See Appendix F: 1 for School Termination Policy.

Selection Criteria E) Management Plan: E)(1) WA Charters' executive team and board leadership bring extensive expertise in managing significant grant funds, sound fiscal management, grantmaking (including award making, grant management and monitoring, reporting, etc.), as well as significant professional experience in developing and coordinating cross-sector partnerships. In order to fully realize each of the performance measures listed earlier in this application, WA Charters intends to staff the CSP grant project through a mixture of grant-funded and in-kind staffing. The project team for this grant includes WA Charters staff (funded in-kind), a grant funded Project Coordinator, and contractor services. FTE will fluctuate between 1.65 FTE and 2.0, in addition to contractor services and in-kind staff efforts. The staffing structure, with corresponding annual time commitments for each member of the team, is outlined in the detailed budget narrative. which describes annual staffing and contract awards. See also Appendix B for resumes.

The WA Charters CSP project team consists of the CSP Project Director, CSP Project Coordinator, part-time Fiscal Manager, Technical Assistance Manager, and Family and Community Engagement Manager. WA Charters will continue to partner with both authorizers,

the SBE, and OSPI Fiscal, Federal Programs, Accountability, and iGrants and EDS staff on objectives and activities as noted in Table 7, p. 44**,** Partner Roles and Responsibilities.

1.C.1. The CSP Management Plan in Table 8 below, outlines the benchmarks and responsible staff for each proposed Activity. Performance Measures are provided in Table 4, p.24.

Table 8: Management Plan			
Key for Persons responsible: WC: WA Charters non-CSP program staff, PD: CSP Project Director, PC: CSP Project Coordinator, FM: CSP Fiscal Manager, TAM: CSP Technical Assistance Manager, FCEM: CSP Family and Community Engagement Manager			
Implementation Milestones/Benchmarks	**Responsible Persons/ Partners**	**Timeline (Completed by)**	**Performance Measure(s) Impacted**
Activity 1.1: Conduct subgrant competition and annual renewal			
Post and hire CSP Coordinator position	PD	Upon award notification	All
Develop a CSP guidance document for CSP subgrant awards	PC	October 2019	1a,1b,1c,1d1e, 1f,1g
Schedule/develop/conduct/record new subgrantee training (i.e., budget and iGrants training)	PC, FM, OSPI iGrants/EDS staff	Year 1- Oct. Years 2-5: Annually - July	1a,1b,1c,1d1e, 1g
Provide charter school/authorizer subgrant technical assistance as needed	PC	Ongoing	
Disseminate CSP subgrant competition information	PC, WC, Authorizers, SBE	Ongoing - minimum quarterly	
Conduct CSP subgrant trainings in conjunction w/ NCSA Orientations and Charter School 101 trainings	PC	Quarterly (Charter101s) and Fall (app)	
Evaluate approved NCSA, review CSP application evaluator comments, budgets, and Recommendation Reports	PC/FM	Annually - Spring	
Conduct subgrant award determination	PC	Annually upon authorizer approval of NCSA	
Finalize CSP subgrant app, timeline and process, add to existing authorizer NCSA	PC and Authorizers	Annually during application revision	

Collaborate with authorizers on NCSA evaluator and applicant training (re: CSP subgrant portion of the application)		process (early Summer)	
Provide notification of CSP subgrant award (GANs)	PC	Within 90 days of school contract signing	
Develop WA Charters CSP subgrant training and award calendar	PC	Annually - June	
Conduct/record CSP grant renewal process training	PC, FM	Annually - May starting Year 2	
Attend 2-day CSP Project Directors' Meeting	PC, FM	Annually - dates TBD	All
Activity 1.2: Conduct CSP subgrant monitoring			
Develop/disseminate CSP monitoring guide and provide training and needs based technical assistance	PC	Annually - August	1a,1b,1c, 1g
Programmatic Monitoring: Review CSP subgrant applications for programmatic concerns	PC	Needs-based	
Fiscal Monitoring: Collect/review/approve CSP grant budgets, timely draw-down of funds, and allowable costs	FM, PC	Annually - October. for award renewal; Quarterly and needs-based monitoring and	
Quarterly programmatic and fiscal desk review	FM, PC	Quarterly and needs-based	
Annual performance evaluation through annual programmatic and financial year-end reports for each subgrantee (review and approve)	PC/FM	Annually - September/October	
Renew subgrants with updated objectives/expenditures and successful completion of year-end report	PC/FM	Annually - August/September	
CSP program oversight review with CSP staff	PD	Quarterly	
Programmatic monitoring: Annually schedule and conduct Year 1 implementation site visits.	PC (in coordination with authorizer visits)	Annually - March-May: and needs-based	

Programmatic monitoring: review final grant reports from subgrantees exiting the grant program.	PC, FM	Annually for grantees at end of their grant period (September)	
Activity 1.3: Conduct research on best practices expansion and replication processes and options			
Identify and contact authorizers and CSP state entities awardees re: expansion and replication best practices policies and subgrant processes	PC	November 2019	1b,1c, 1f,1g
Develop expansion subgrant application eligibility and criteria	PC	February 2020	
Develop and conduct school expansion trainings	PC	April 2020 *and* in conjunction with application and subgrant application trainings	
Provide needs-based technical assistance for schools interested in expansion.	PC	Ongoing	
Release expansion subgrant application	PC	Annually July 2020	
Activity 2.1: Build upon and expand current collaborations with districts and charters to spread best practice			
Convene district and other stakeholders to identify bridges and collaboration opportunities to engage more districts	TAM, WC, PC	Bi-annually	3a,3b,3c, 2h
Conduct district and charter engagement activities (e.g., event attendance, meetings, and school visits)	TAM, WC, PC	Monthly	
Disseminate charter school promising practices based on performance data	PC, OSPI, authorizers	Ongoing - at least bi-annually	
Activity 2:2. Provide professional development, needs-based technical assistance, and capacity building and engagement opportunities for charter schools and authorizers to improve outcomes for charter school students identified as at- risk.			
Coordinate sector-wide True Measure Collaborative, a consortium for all charter schools focused on inclusive, culturally responsive education	TAM, WC	Ongoing - at least monthly touch points with schools	2a, 2b, 2c, 2d, 2e, 2g

Meet regularly with both authorizers to ensure strong support of best-in-class authorization	PD, WC	Monthly	1a,1b, 1c, 2a, 2b, 2c, 2d, 2e, 2g,2h, 4a, 4c
Activity 2.3: Recruit and retain a diverse high-quality teaching force			
Conduct annual Educator's Night recruitment event	PC, TAM, WC	Annually	1a,1b, 1c, 2a, 2b, 2c, 2d, 2e, 2g
Conduct Aspiring Leaders Program and School Leadership and Design Fellowship	PC, TAM, WC	Annually	
Activity 3.1: Build broad community partnership and charter awareness (i.e. lead the statewide parent steering committee; work with partners to build robust communications about charter successes; convene annual charter sector conference that disseminates best practices)			
Provide Charter 101 orientations, charter school community visits, and WA Charters Annual Conference opportunities	PC PC, TAM, WC	Quarterly (Charter 101s) Annually (Conference)	3a,3b, 3c,
Convene parents and lead and support parent steering committee to support community capacity building	FCEM	Quarterly	1b, 2a, 2b, 2c, 2d, 2e, 3a,
Activity 3.2: Facilitate research and report on charter best practice impact on improved student outcomes			
Convene Charters Data Advisory Work Group including members CREDO, CRPE, WA Charters, and Commission.	PC, WC	Bi-annual	1a, 2a, 2b, 2c, 2d, 2e, 2g, 3b, 3c
Work with CRPE to align research to charter best practices, develop briefs and reports	PC, WC	Bi-annual	1a, 2a, 2b, 2c, 2d, 2e, 2g, 3c, 4c
Activity 4.1: Research renewal best practices across the country in collaboration with authorizers.			
Contract with NACSA or best practice authorization technical assistance provider	PC	Immediately upon grant award	1a,1b, 1c, 2a, 2b, 2c, 2d, 2e, 3c, 4a, 4b, 4c
Attend NACSA's conference/ incorporate best practice (including renewal process) into authorizer supports	PD, TA Contractor	October 2019	
Identify and contact authorizers with best in class charter renewal processes	TA Contractor	October 2019	
Activity 4.2: Develop renewal process in partnership with authorizes. **Activity 4.3:** Obtain stakeholder input (i.e. charter schools, SBE, etc.) on renewal process.			
Draft survey and in-person stakeholder input process	Contractor, Authorizers	11/15/2019*	1a,1b, 1c, 2a, 2b, 2c, 2d, 2e, 3c, 4a, 4b, 4c
Draft renewal process to authorizers and NACSA for review	TA Contractor	11/30/2019	
Stakeholder input gathered	Contractor	1/24/2020	

Completed revisions and refinements based on stakeholder and authorizer feedback	TA Contractor, Authorizers	2/6/2020	
Final renewal process to authorizers for Commissioner/board approval	TA Contractor, Authorizers	3/13/2020	
Activity 4.4: Support implementation of high-quality renewal process on first round of schools up for renewal in 2020.			
Implement renewal process with schools up for renewal	TA Contractor, Authorizers	June 2020 - January 2021	1a,1b, 1c, 2a, 2b, 2c, 2d, 2e, 3c, 4a, 4b, 4c
Activity 4.5: Support renewal process iteration and further development.			
Gather stakeholder input to implementation of the renewal process	TA Contractor Authorizers	February 2021	1a,1b, 1c, 2a, 2b, 2c, 2d, 2e, 3c, 4a, 4b, 4c
Revise renewal process based on authorizer/stakeholder input	TA Contractor Authorizers	March 2021	
Final renewal process to authorizers for Commissioner /Board approval	TA Contractor Authorizers	April 2021	
Implement Renewal process for schools up for renewal	TA Contractor Authorizers	Annually - June	
***Note**: specific dates provided in alignment with authorizers' renewal process development schedule.*			

e)(2) See also resumes Appendix B. Patrick D'Amelio will serve as CSP Project Director (0.20 FTE). In this role, Patrick will provide oversight to the CSP grant program and CSP staff. Patrick currently serves as WA Charters' Chief Executive Officer (CEO) and brings a long track record of increasing high-quality educational opportunities for students in Washington, and more than 25 years of nonprofit leadership experience in education and youth development, including the management of complex state and public funding streams, federal grants, and state contracts at multiple organizations.

CSP Project Coordinator: (TBH See Appendix F:17, PC Job Description) This position will start at .80 in year 1 and move to 1.0 FTE in years 2-4, and will provide the day-to-day CSP

grant and subgrant coordination, manage the CSP application and award process, provide training and technical assistance to subgrantees, collaborate with charter authorizers in the planning and implementation of all CSP activities, coordinate and conduct CSP subgrant monitoring and school visits, assist with the data collection and coordination of the dissemination of charter school best practices, conduct expansion and replication research, and develop expansion subgrant application, oversee authorizer renewal research, development and technical assistance contract, and complete year-end CSP reports and evaluation.

CSP Fiscal Manager: Haid Bloxham will serve part-time as the CSP Fiscal Manager. Haid currently serves as the Chief Financial Officer (CFO) at WA Charters where she manages an approximately $7 million annual operating budget in addition to allocating funds and providing fiscal oversight to WA Charter's current philanthropic charter school subgrant program. Prior experience includes work on K-12 funding issues in Washington supporting the State Legislature, the City of Seattle, philanthropies, and nonprofits across the Puget Sound region. Haid will provide fiscal oversight for the CSP grant including reimbursement approvals and fiscal monitoring of subgrants. This position will also provide fiscal oversight for the entire grant and participate in the subgrant application review process (budget review). The FTE for this position will grow as the number of schools who are awarded subgrants grows. (Year 1 funded in kind by WA Charters: 0.25 FTE, grant funded, Year 2: 0.30 FTE, Years 3-5: .40 FTE).

CSP Technical Assistance Manager: (.20 FTE throughout the grant; Year 1 funded in-kind by WA Charters, grant-funded Years 2-5) Rekha Bhatt will manage and coordinate grant TA related to charter-district collaboration, dissemination of best practices. This will include the design and conduct of charter district convenings and engagement activities. Rekha currently serves as the Chief Program Officer at WA Charters, where she leads the school incubation

and school services programs for newly operating schools. Prior to joining WA Charters, she was a founding Director of Curriculum and Instruction at an independent charter school in Brooklyn, New York, and later served as the school's Director of Operations.

Family and Community Engagement Manager: Francesca McDaniel will serve as the CSP Family and Community Engagement Manager. She currently serves in this position at WA Charters where she develops parent engagement and advocacy programming as well as provides support to school-based engagement staff. Franki has previous experience with the Seattle Public Schools, facilitating family and student engagement and creating professional development curriculum focusing on race and equity. This .20 FTE (in-kind in Year 1 and grant-funded Years 2-5) will focus primarily on Activity 3:1: *Build a broad community partnership and charter awareness; work with community partners to build capacity and awareness around charters*.

Selection Criteria F) Parent and Community Involvement: WA Charters has developed a family and community engagement strategy as part of its 2017-2020: Strategic Plan (See Appendix F:9). WA Charters' pursuit of *inclusion and authentic engagement* recognizes that systemic barriers to education disproportionately impact communities comprised of marginalized groups. The family and community engagement strategy was developed to reflect and be responsive to the context, cultures, experiences, and needs of the communities in which charter schools are located.

WA Charters seeks to address and challenge these historic and systemic disparities in partnership with families and communities. Our three **key strategies to solicit and consider input from parents and other members of the community** are as follows: 1) Build broad community partnership and awareness through community outreach, running Charter 101

trainings, event attendance, tabling, sponsorship, and resource-sharing with regional and national stakeholders; 2) Lead a statewide Professional Learning Community for school-based community engagement staff; and 3) Lead a statewide parent steering committee, which provides parents and families with resources and tools to share with networks to grow support and awareness, drive enrollment, and grow advocates for our sector.

WA Charters solicits and considers input from parents and other members of the community through our annual survey of the parent steering committee and also through participation in community forums that all prospective school leaders who are applying for authorization must coordinate and conduct. These community forums provide critical feedback on community demand, parent and family aspirations for school options in their communities, and school-community relationship strength. WA Charters uses this information in its leader incubation and PALs programs.

Selection Criteria G) Flexibility*:** In Washington the description of how **autonomy and flexibility** are granted to a charter school **is consistent with the federal definition** (ESSA 4310(2)). Washington Charter law (E2SSB) Section 104(3) states that, *Charter public schools must comply with all state statutes and rules made applicable to the charter school in the school's charter contract and are subject to the specific state statutes and rules identified in subsection (2) of this section. For the purpose of allowing* ***flexibility to innovate *in areas such as scheduling, personnel, funding, and educational programs to improve student outcomes and academic achievement, charter schools are not subject to, and* ***are exempt from, all other state statutes and rules applicable to school districts*** *and school district boards of directors. Except as provided otherwise by this chapter or a charter contract, charter schools are exempt from all school district policies.*

In alignment with ESSA 4310(G), Washington law Section 102(5) requires charter schools to function, *as a local education agency under applicable federal laws and regulations and is responsible for meeting the requirements of local education agencies and public schools under those federal laws and regulations, including but not limited to compliance with the individuals with disabilities education improvement act (20 U.S.C. Sec. 1401 et seq.), the federal educational rights and privacy act (20 U.S.C. Sec. 1232g), the McKinney-Vento homeless assistance act of 1987 (42 U.S.C. Sec. 11431et seq.), and the elementary and secondary education act (20 U.S.C. Sec. 6301 et seq.).*

WA Charters staff monitors all new legislation and relevant bills to ensure autonomy and flexibility of charter schools is maintained.

(III) Waivers (A) WA Charters CSP team has met with the current OSPI CSP staff and authorizer staff to determine waiver needs. Currently we have no request and justification for waivers of any Federal statutory or regulatory provisions that OSPI or authorizers believe are necessary for the successful operation of the charter schools that will receive funds under the State entity's program under section 4303 of the ESEA.

Should waivers be necessary for the successful operations of charter schools that will receive funds under the State entity's program, WA Charters will partner with the school, Commission, or OSPI to request such a waiver.

Note that RCW 28A.710.050 requires that weighted enrollment preferences must be approved by the *Commission* regardless of the school's authorizer. *(3) If capacity is insufficient to enroll all students who apply to a charter school, the charter school must grant an enrollment preference to siblings of enrolled students, with any remaining enrollments allocated through a lottery. A*

charter school may offer, pursuant to an admissions policy approved by the commission, a weighted enrollment preference for at-risk students or to children of full-time employees of the school if the employees' children reside within the state.

WA Charters has notified OSPI and authorizers of the no waiver request on this proposal and will monitor subgrantees to determine such needs and meet with OSPI, authorizers and the SBE to ensure we are aware of any emerging waiver needs.

(III)(B) At this time there are no State or local rules, generally applicable to public schools, that will be waived or otherwise not apply to such schools.

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** 1234-Appendix A Charter School Program Assurances.

Add Mandatory Other Attachment | Delete Mandatory Other Attachment | View Mandatory Other Attachment

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Tracking Number:GRANT12788817 Funding Opportunity Number:ED-GRANTS-122818-001 Received Date:Feb 09, 2019 03:33:53 PM EST

Expanding Opportunity Through Quality Charter Schools Program (CSP)
Grants to State Entities

Assurances

Pursuant to section 4303(f)(2) of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA), and sections 200.302(a) and 200.331(d) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), recipients of Grants to State Entities must provide the assurances described below.

As the duly authorized representative of the grantee, I certify to the following:

(A) Each charter school receiving funds through the State entity's program will have a high degree of autonomy over budget and operations, including autonomy over personnel decisions;

(B) The State entity will support charter schools in meeting the educational needs of their students, including children with disabilities and English learners;

(C) The State entity will ensure that the authorized public chartering agency of any charter school that receives funds under the State entity's program adequately monitors each charter school under the authority of such agency in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners;

(D) The State entity will provide adequate technical assistance to eligible applicants to meet the objectives described in section 4303(f)(1)(A)(viii) and (f)(2)(B) of the ESEA;

(E) The State entity will promote quality authorizing, consistent with State law, such as through providing technical assistance to support each authorized public chartering agency in the State to improve such agency's ability to monitor the charter schools authorized by the agency, including by--

1) Assessing annual performance data of the schools, including, as appropriate, graduation rates, student academic growth, and rates of student attrition;

2) Reviewing the schools' independent, annual audits of financial statements prepared in accordance with generally accepted accounting principles, and ensuring that any such audits are publically reported; and

3) Holding charter schools accountable to the academic, financial, and operational quality controls agreed to between the charter school and the authorized public chartering agency involved, such as through renewal, non-renewal, or revocation of the school's charter;

(F) The State entity will work to ensure that charter schools are included with the traditional public schools in decisionmaking about the public school system in the State; and

(G) The State entity will ensure that each charter school receiving funds under the State entity's program makes publicly available, consistent with the dissemination requirements of the annual State report card under section 1111(h) of the ESEA, including on the website of the school, information to help parents make informed decisions about the education options available to their children, including--

1) Information on the educational program;

2) Student support services;

3) Parent contract requirements (as applicable), including any financial obligations or fees;

4) Enrollment criteria (as applicable); and

5) Annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA, except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

(H) For a State entity that is a State educational agency, State charter school board or Governor of a State, the State entity will expend and account for the Federal award in accordance with State laws and procedures for expending and accounting for the State's own funds. In addition, for all State entities, the State entity's and other non-Federal entity's financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, are sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.

(I) The State entity will monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved.

[redacted]	CEO
NAME OF AUTHORIZED OFFICIAL	TITLE
[redacted]	2/8/2019
SIGNATURE OF AUTHORIZED OFFICIAL	DATE
WASHINGTON STATE CHARTER SCHOOLS ASSOCIATION (WA CHARTERS)	2/8/2019
APPLICANT ORGANIZATION	DATE SUBMITTED

PATRICK P. D'AMELIO

CONTACT

[redacted]

t[redacted]
e[redacted]

EDUCATION

BA in Non-Profit Leadership
The Evergreen State College
Olympia, WA | 2000

Graduate, Strategic Perspectives in Non-Profit Management
Harvard Business School Executive Education
Boston, MA | 2006

Graduate, Pacific Northwest Executive Leadership Institute
University of Washington
Seattle, WA | 2008

TRAINING

Certificate, Comprehensive Grantwriting
The Grantsmanship Center
San Francisco, CA | 1996

Licensed Foster Care Provider
State of Washington
Seattle, WA | 2004

Court Appointed Special Advocate
King County Family Court Law
Seattle, WA | 1995

Permanency Planning: Foster to Adopt Training Program
Lutheran Family Services
Seattle, WA | 2004

PROFILE

CHIEF EXECUTIVE | 25 YEARS OF NONPROFIT LEADERSHIP EXPERIENCE

A driven, impassioned professional and tireless advocate for young people, acknowledged for 25+ years of success in nonprofit leadership positions. Notable expertise in mission-driven leadership, strategic direction, personnel management, financial stewardship, fundraising and public relations. Known as a consensus builder and persuasive communicator with an ability to bring forth the best in each individual, and inspire a collective "owner's interest", resulting in organization-wide improvement. Pragmatic and methodical, yet creative, dynamic and resourceful.

FISCALLY RESPONSIBLE: has taken three organizations from significant budget deficits to clean financial bills of health. Currently functions as CEO of the Washington State Charter Schools Association, Founding Chair of Friends of Camp Gallagher, Founding Chair of the Youth Development Executives of King County, Board Member of Schools First, and Past Governing Board Member of the Public Education Network.

EFFECTIVE AND MISSION-DRIVEN: Demonstrated ability to execute a mission without being overbearing or obtrusive. Elicits input and feedback when appropriate. Believes in granting autonomy while providing the direction necessary to promote consistent achievement. Brings disparate factions together in "same-page" focus.

SUPERIOR FUNDRAISING SKILLS: Strong track record of raising and managing significant funding streams including private and public dollars across philanthropic and earned revenue streams. Skills include donor cultivation and stewardship, grant writing; capital campaign management, and special event management.

COMMUNICATOR AND RELATIONSHIP BUILDER: Highly effective communicator and active listener. Demonstrated competence working with individuals at all levels of business, including C-Level executives, Board members, government officials, community leaders, staff and volunteers. Passionate and persuasive speaker who is comfortable delivering presentations to large and diverse audiences or two individual constituents.

EXPERIENCE

APRIL 2017 – PRESENT

CEO | WASHINGTON STATE CHARTER SCHOOLS ASSOCIATION (WA CHARTERS) | SEATTLE, WA

Serve as Chief Executive Officer for Washington's statewide association supporting charter public schools, which focuses on advocating for and supporting all charter public schools in the state. Responsible for advancing the mission of the organization in collaboration with extensive public and private partners. Responsible for stewarding and sustaining significant funding resources from major philanthropic funding streams; oversight of sub-granting of $2-3M annually to schools to plan, launch, and grow; reorganization of personnel in support of the mission; onboarding and supporting growth of C-level staff members; building and growing effective partnerships with state agencies including the Washington State Charter Schools Commission and the Office of the Superintendent of Public Instruction, and managing and supporting the Board of Directors.

- Works closely with policy leaders at the state and national level to advance policy supporting of charter public schools in Washington.
- Led coordination of legal defense of charter public schools in Washington against claims of unconstitutionality in partnership with state and community stakeholders, resulting in successful ruling in favor of charters at the state Supreme Court level.
- Oversees significant grant funding to charter public schools in Washington, totaling $2-3M annually, including the application, award, and monitoring processes of all grantmaking.
- Regularly liaises with state and regional public partners to ensure charter public schools can build and grow in Washington as a key part of the public education system.
- Supports a strong and engaged Board of Directors in further development of the sector.

JULY 2012 – APRIL 2017

CEO | WASHINGTON STEM | SEATTLE, WA

Served as Chief Executive Officer for this statewide non-profit organization advancing access and equity in STEM education (science, technology, engineering & mathematics). Responsible for advancing the mission of the organization in collaboration with extensive public and private partners. Responsible for working with C-Level leadership from key public and private funders including: Bill & Melinda Gates Foundation, Microsoft, Boeing, and the State of Washington. Oversaw a multi-partner adoption of fiscal management for a $115M state-funded scholarship fund (the Washington State Opportunity Scholarship). Supervised a team of highly talented and motivated staff engaged in grant-making and direct programmatic interventions. Responsible for establishing and maintaining a culture of excellence focused on high performance, customer service and a laser sharp focus on mission.

- Worked closely with policy leaders at the state and national level to advance public policy that supported high quality rigorous stem education.
- Worked with multiple public and private partners to adopt fiscal management of $115M state-funded scholarship fund.
- Led the organization in a strategic planning process engaging a wide variety of stakeholders from industry, education, and policy sectors.
- Led the development of a statewide system of collective impact networks designed to align community interests in STEM. Facilitated these broad coalitions across the early learning, K-12, higher education and out of school sectors to the use of a common framework and specific measurable outcomes.
- Managed investments from: Bill & Melinda Gates Foundation ($10M); Microsoft ($8M); and The Boeing Company ($2M). Personally stewarded key personnel within each organization.
- Supported a high caliber and demanding Board of Directors comprised of influential leaders from industry and education.

EXPERIENCE *(CONTINUTED)*

DECEMBER 2009 – JULY 2012

CEO | BIG BROTHERS BIG SISTERS OF PUGET SOUND | SEATTLE, WA

Returned as CEO at the request of the Board of Directors to focus on a set of objectives related to needed organizational turnaround. Provided strategic leadership to position BBBSPS as the premier one-to-one mentoring organization in the community, matching caring adults with children. Responsible for building and maintaining an organizational culture that is mission-driven and performance based. Responsible to an independent Governing Board of Directors. Responsible for developing the Board and bringing forth best practices in nonprofit governance. Oversaw 6 Direct Reports, 46 employees, approximately 2,300 volunteers, and a budget of approximately $3.8M annually.

- Executed strategic planning process that resulted in clarity of mission and solid alignment between the Board of Directors, agency staff, and supporters.
- Executed a financial turnaround strategy, reducing debt from $750,000 to zero, and overseeing 24 consecutive months of on-budget performance.
- Positioned agency as a significant player in the non-profit community and as a leader in the Youth Development field.
- Represented the Youth Development field on the City of Seattle's $213M Families and Education Levy Oversight Committee.
- Oversaw implementation of a new and more rigorous service delivery resulting in sustainable gains in program quality.
- Excelled in helping to build, develop and support a highly engaged and effective Board of Directors.

JANUARY 2007 – JANUARY 2010

PRESIDENT AND CEO | ALLIANCE FOR EDUCATION | SEATTLE, WA

Served as President and CEO for this independent nonprofit organization committed to helping every child in Seattle Public Schools achieve academic success. Exercised full executive authority while reporting to a highly regarded and influential Board of Directors. Oversaw five Direct Reports, 15 employees and a budget of approximately $8M annually. Responsible for design, development and implementation of strategic plan. Fostered partnerships supporting the persistence of a mission driven culture focused on the work and holding individuals accountable.

- Executed strategic planning process that reframed the mission and created solid alignment between the Board of Directors, Seattle Public Schools, and Alliance staff.
- Reengaged funders (including Bill & Melinda Gates Foundation) who invested over $20M during venture.
- Established effective personal and institutional relationships with the board, senior district staff, elected officials, funders, and community leaders, resulting in increased capacity, additional funding and significant new leverage for our work.
- Imposed financial protocol that reduced expenses and increased revenues, producing a balanced budget for an organization in significant debt for the prior seven years.
- Brought historically conflicted parties (labor, management, business, and activists) together in support of a common vision.

EXPERIENCE *(CONTINUTED)*

JANUARY 2003 — JANUARY 2007

PRESIDENT AND CEO | BIG BROTHERS BIG SISTERS OF KING AND PIERCE COUNTIES | SEATTLE, WA

Served as President and CEO for this nonprofit organization consisting of three distinct operating divisions, with a consolidated annual budget of approximately $3.5M. Provided strategic leadership to position BBBSKPC as the premier one-to-one mentoring organization in the community. Responsible to an independent governing board of directors, developing the board and bringing forth best practices in nonprofit governance. Oversaw six direct reports, 50 employees, and approximately 2,500 volunteers annually.

- Executed significant turnaround including growth in revenue (+47%) and expansion of program reach (+58%) over a four-year period.
- Balanced budget annually, and operated with a surplus three consecutive years, after three years of considerable deficit spending. Reduced agency debt from $1.2M in 2003 to zero in 2006 while establishing a cash reserve of $1.8M.
- Oversaw a major board development effort that increased the number and caliber of board members, resulting in greater organizational stability and capacity.
- Oversaw implementation of new service delivery model that allowed expansion of service area and outreach to the most at-risk children in community, including new programming to serve children with incarcerated parents.

JANUARY 1994 — JANUARY 2003

INCREASINGLY RESPONSIBLE POSITIONS AND EXECUTIVE DIRECTOR | CATHOLIC ARCHDIOCESE OF SEATTLE | SEATTLE, WA

Positions Held: Executive Director, Catholic Youth Services (1997-2003); Director of Outdoor Ministries - Camping (1995-1997); Fund Development Coordinator (1994-1995); and HR Consultant (1994)

Functioned as Executive Director for this faith-based nonprofit organization with $2M operating budget and $2.8M capital budget. Responsible to an independent Board of Directors and the Catholic Archbishop of Seattle. Oversaw five direct reports, 16 fulltime employees, 175 seasonal staff members and 5,000 annual volunteers. Assured development, articulation and promotion of vision, values and mission of CYO. Managed fundraising, PR and property development projects. Coordinated all activities related to CYO's Board of Directors and United Way funding sources. Oversaw the operation of four seasonal summer camp programs; a year-round environmental education program and a facility rental program. Oversaw management of three separate camp properties totaling approximately 1,000 acres of land assuring a balanced approach to sensitive environmental management and program-driven need for property improvements. Established and maintained a mission-driven culture within the organization.

- Led process to revise agency's mission and developed long-term strategic plan, resulting in a substantial financial turnaround. Increased revenue 67% and participation rates 22%.
- Twice led World Youth Day delegations that focused on the experience of pilgrimage as an opportunity for spiratual growth.
- Participated as one of six selected from a national pool of candidates in Catholic Relief Services' Called to Witness Program — a social justice immersion experience in Rwanda.
- Implemented successful fundraising plan resulting in individual gifts up to $100,000 and corporate and grant gifts up to $500,000.
- Led long range strategic planning process establishing priorities for program and property management.

EXPERIENCE *(CONTINUTED)*

SEPTEMBER 1988 – DECEMBER 1993

EMPLOYEMENT REPRESENTATIVE, PERSONNEL DEPARTMENT | THE WASHINGTON POST COMPANY | WASHINGTON, DC

Management-level administrative and HR responsibility. Coached and managed employees. Acted as principal investigator in discrimination complaints made by employees. Developed and executed recruitment strategies both to generate talent pool and to fill specific position vacancies.

- Principle liaison between department directors/managers and human resources group.
- Led hiring teams for senior-level job candidates; gained insight into recognizing and cultivating talent.

AFFILIATIONS

CURRENT

- **National Association for Charter Public Schools**, Washington, DC | Member
- **Philanthropy Roundtable**, Washington, DC | Member
- **Friends of Camp Gallagher**, Lakebay, WA | Founding Board Chair

PAST

- **City of Seattle's Family and Education Levy Oversight Committee**, Seattle, WA | Member
- **Public Education Network**, Washington, DC | Member, Board of Directors; Chair, Fund Development Committee; Chair, Membership Committee; Member, National Strategic Planning Committee
- **Rotary Club of Seattle's Early Childhood Youth and Schools Committee**, Seattle, WA | Co-Chair
- **STEMx**, Washington, DC | Member
- **Youth Development Executives of King County**, Seattle, WA | Founding Board Chair
- **Providence Hospitality House** (Crisis Shelter and Counseling Center), Seattle, WA | Board Member
- **Schools First**, Seattle, WA | Board Member

Haid Bloxham

[redacted]

PROFILE

Experienced financial executive with deep expertise in school finance design and state education revenue. Strong capacity to lead multi-partner projects and develop and implement strategic budgets in alignment with complex restrictions and ambitious goals. Experience in managing public and private funding streams, including federal grants.

Experience

WASHINGTON STATE CHARTER SCHOOLS ASSOCIATION, Seattle, WA February 2018 - Present

Washington State Charter Support Organization

Chief Financial Officer

- Oversee annual operating budget of approximately $7M, which includes $1.5M - $2M in annual sub-granting to charters schools
- Oversee overall financial strategy and financial operations; direct sub-granting, stipend payments, and other contracting with schools and vendors; and oversee all Human Resources activities
- Provide financial technical assistance to planning and operating charter public schools regarding budget development and sustainability planning in alignment with public and private revenue streams
- Provide financial technical assistance to charter public schools developing their applications for authorization regarding sustainable budget development and projections for first five years of startup
- Maintain all organizational records in compliance with state and federal regulations and oversee annual audit

THIRD SECTOR INTELLIGENCE, INC. (3SI), Seattle, WA 2014 – 2018

Consulting firm helping clients convert data into information and knowledge to make a positive social impact

Manager December 2017 – 2018

- Responsible for managing $400,000 in project revenue and contributing to $400,000 in new revenue annually.
- Led and provided thought leadership on policy memo describing the financial implications of the the recent "McCleary fix" legislation to inform k-12 funding advocates' policy priorities for the 2018 legislative session.

Senior Consultant 2016 – 2017

- Managed projects from scoping phase to final delivery for social and public-sector clients including the Community Center for Education Results, The Bill & Melinda Gates Foundation (BMGF), the Washington State Legislature Education Funding Task Force, and Washington State Department of Early Learning (DEL).
- Analyzed the 2017-19 Washington State biennial education budget and its impact on charter schools. Analysis reveals $17.5M in additional state resources for Charter Management Organizations; advising the Bill & Melinda Gates Foundation on long-term financial sustainability outlook in Washington's charter school sector and identifying operational risks that could increase the operational funding gap.
- Managed internal and external project team, budget, timeline, and scope to analyze and model $5B in Washington State school district staff salary to support the 2017-19 K-12 budget enhancements and address the State Supreme Court ruling on McCleary v. State of Washington. Project work included defining data sampling strategy, gathering requirements, and survey tool for 295 school districts, cleaning and analysis, and development of multiple presentations. Packaged and presented analysis findings, based on an 87% response rate, to the Washington State Legislature's Education Funding Task Force. Legislature utilized data and analysis to pass the 2017-19 K-12 budget.

Consultant 2014 - 2016

- Led and supported project management, analysis, deliverable creation, and presentation across multiple projects.
- Created, for the Community Center for Education Results (CCER), a 2-hour workshop that reviewed WA state K-12 public education funding. Presented workshop to client's various CBO partners and advocate groups, audiences ranged from 25 to 50 attendees. Workshop leveraged analysis and 4-year forecast of additional funds available to public schools in the 7 Road Map Districts, in South King County, in the 2015-2017 state budget. Currently, scoping 2-year project refresh.
- Worked as an embedded consultant at the Washington State Department of Early Learning (DEL) to oversee the strategic spend down, over 16 months, of a $151M 4-year Race to the Top federal grant, a portfolio of 5 projects; provided regular grant updates and recommendations to key stakeholders across the agency and served as fiscal representative to DEL's federal grant monitors at the Department of Education.

INDEPENDENT GLOBAL HEALTH & EDUCATION CONSULTANT, Seattle, WA 2013-2014
Led personal consulting practice
SightLife, Seattle, WA
The world's largest non-profit global health organization focused on eliminating corneal blindness

- Created workbook tool to collect, manage, and report key metrics for partner corneal distribution services in India. Tool created efficiency for distribution service, decreasing the average request to fulfillment time, identified champions of SightLife services and new customer opportunities, and informed requirements gathering for long-term software solution.
- Constructed client's first global expansion strategy, increasing focus from 27 to 60% of the world's corneal blind; built evaluation framework using global blindness data analysis, stakeholder mapping, and in-country infrastructure assessment.
- Planned and oversaw research, data analysis, and content synthesis to create expertise in legal frameworks for tissue donation and market messaging for tissue donations, presented at World Ophthalmology Conference in Tokyo, Japan, April 2014.
- Oversaw Global Programs' contact migration to organization's new Salesforce platform, ensuring key data, relationships, and contact ownership was preserved prior to system's go live date.
- Managed 5-person student MBA team to conduct market segmentation and donor targeting strategy in China.

Community Center for Education Results (CCER), Seattle, WA
CCER is dedicated to dramatically improving education results in South Seattle and South King County

- Conducted detailed budget analysis of $944M additional funds available to public schools in the state budget; analysis revealed an increase of $59M allocated to 7 programs in client's 7 partner school districts.

FOSTER BUSINESS RESEARCH GROUP, Seattle, WA Winter & Spring Quarter, 2013
Partnership between the Bill & Melinda Gates Foundation and the Foster School of Business, UW
Student Research Partner

- Developed a finance model for Washington State's first charter schools to identify operational funding gap over 5 years.
- Conducted market landscape and sensitivity analysis of varying revenue streams for higher education platforms.

Education and Certificates

LEADERSHIP TOMORROW, Seattle, WA 2016
Leadership Tomorrow's mission is to cultivate, inspire, connect, and engage an effective community of leadership
Certificate

MICHAEL G. FOSTER SCHOOL OF BUSINESS, University of Washington, Seattle, WA 2013
Master of Business Administration Concentration: Strategy and International Business. President, Net Impact Club

EVANS SCHOOL OF PUBLIC AFFIARS, University of Washington, Seattle, WA 2013
Certificate in International Development

COBLY COLLEGE, Waterville, ME 2005
Bachelor of Arts, Majors: History and Religious Studies. Honors: Cum Laude, Distinction in History, Dean's List

Rekha Bhatt

[redacted]

PROFESSIONALEXPERIENCE

Washington State Charter Schools Association
Chief Program Officer, July 2016–Present, Seattle, WA

- Oversee and monitor over $1.5-2 million dollars annually in start-up and operational subgrant awards to schools and organizational partners
- Provide strategic visioning and oversight of all school services and new leader incubation programming including Aspiring Leaders Program, School Leadership and Design Fellowship, Strong Start Program, and the True Measure Collaborative, a unique public-private consortium focused on inclusive practices
- Work directly with the WA Charters Board and CEO to help ensure that all schools are high-quality, serving a diverse student body, and in compliance with authorizers' performance frameworks
- Provide leadership to inform programming and fundraising to achieve organizational goal of 21 high-quality charter schools and the creation of 10,000 student seats by 2021

Director of School Services, November 2014–June 2016, Seattle, WA

- Recruit and select diverse leaders for School Leadership Program, using competency based process and stakeholder input
- Lead School Leadership Program; coach charter applicants and lead case study trips to model schools
- Design and implement Strong Start program; deliver sessions and coordinate presenters for authorized schools
- Provide technical assistance, teacher recruitment support, and member trainings to operating schools
- Foster sector-wide collaboration via peer reviews, common assessments, Ops Collab, TMC, and Member Council
- Build relationships with local education partners such as Teach For America, Seneca, PSESD, Washington State Charter School Commission, and area universities and with national education partners, including CMOs and CSOs
- Lead Association diversity, equity, and inclusion effort and develop mission-aligned program for annual conference

Charter School Specialist, September–October 2014, Seattle, WA

- Created online directory of fifty-six high-quality vendors and negotiated purchasing discounts for member schools
- Built database of exemplar school policies and procedures for member schools

Invictus Preparatory Charter School (Grades 5-7)
Director of Operations, July 2012–June 2014, Brooklyn, NY

- Managed and coached School Operations Manager, Office Manager, and enrichment teachers
- Served on school leadership team, overseeing operations trainings and implementation for twenty-five person staff
- Wrote monthly Director of Operations Finance Report and presented to Board of Directors
- Managed human resources and collaborated with consultants on staff benefits, grants, charter compliance, and technology
- Coordinated school foods, transportation, health compliance, annual state assessment, and enrollment lottery
- Oversaw all facilities repairs and renovations; maintained parent communications, school calendar, and website

Founding Academic Dean of English Language Arts and Social Studies, July 2011–June 2012, Brooklyn, NY

- Served on leadership team, hiring staff, supervising teachers, and creating foundational student and staff systems
- Coached and conducted formal and informal observation/debrief/ follow-up cycles for five first year teachers and led academic and school culture professional development based on Lemov's *Teach Like a Champion*
- Developed Common Core-aligned 5th grade ELA and Social Studies curriculum, using backward design
- Led Data Meetings to analyze and use benchmark assessment data from The Achievement Network to inform instruction
- Created Saturday Academy, coordinating twenty volunteer tutors to support students
- Participated in Building Excellent Schools Weekend Warriors leadership development series

Teach For America/School District of Philadelphia --- West Philadelphia High School
English Teacher, Aug 2007–June 2011, Philadelphia, PA

- Delivered PA standards-aligned ELA content to 9th–12th graders and analyzed student growth and achievement data
- Designed and taught two College Board-approved Advanced Placement English courses and SAT prep course
- Supervised Temple University student teacher and oversaw University of Pennsylvania student tutors
- Sponsored 2010 Senior Class and coordinated prom, graduation, senior trip, and awards brunch
- Served on West Philadelphia Promise Academy Hiring Committee for 2011–2012 school year

VOLUNTEER EXPERIENCE

- Co-authored curriculum for women pursuing secondary education in rural India for the Women's Education Project
- Trained as a Natural Helper for API Chaya, a non-profit organization that supports survivors of violence and trafficking

EDUCATION

University of Pennsylvania, Philadelphia, PA, Master of Science in Education *summa cum laude* May 2009
Concentration and Certification: Urban Education and Secondary English, Cumulative G.P.A. 4.00/4.00

Georgetown University, Washington DC, Bachelor of Arts *magna cum laude* May 2007
Major: English; Minors: Sociology and Spanish, Cumulative G.P.A. 3.80/4.00

HONORS AND CERTIFICATIONS

·2010 Lindback Award for Distinguished Teaching recipient

·Washington Residency Certificate in Teaching ELA

FRANCESCA MCDANIEL

[redacted]
Seattle, WA 98122

PROFESSIONAL EXPERIENCE

Washington State Charter Schools Association
Family and Community Engagement Manager January 2017 - Present

- Designs and manages statewide parent advocacy + civic engagement program in both regional cohort format and one-on-one coaching
- Identifies pathways for and trains parents to engage more deeply as community advocates and/or school supports
- Serves as a central point of contact for schools and parent leaders, working collaboratively with school- and leadership teams to design and execute individualized family/parent supports tailored to the needs of each school community
- Designs, guides, and monitors implementation of organization's comprehensive strategy for family/parent-focused engagement initiatives within and on behalf of schools
- Creates and manages a professional learning community (PLC) for schools' family engagement coordinators, delivering support and coaching to advance their school-based family/parent outreach strategy aligned toward improving student outcomes
- Develops compliance resources to help schools create systems that support federal and state programs designed to serve systemically underserved students (Title 1 Family Engagement plan requirements under ESSA)

Highland Park Elementary
Youth Services Assistant September 2015 - January 2017

- Developed behavioral plans in partnership with families and school staff to ensure appropriate and culturally responsive support systems for students and their families
- Built meaningful relationships with students, families, and community partners to provide better, more intentional supports
- Initiated and directs school's Race and Equity team to address opportunity gaps and inequities at school and district level based on research on Title I schools and community outreach
- Coordinates youth involvement in school programs and planning
- Maintains and routinely presents accurate student behavior data and documentation
- Reviews and utilizes feedback from staff and community members to initiate school policy revisions

Highland Park Elementary
Elementary School Office Assistant August 2014– September 2015

- Answered, screened, and handled phone and in person inquiries
- Managed attendance office in accordance with District, State and Federal laws
- Composed documents (e.g. correspondence, agendas, minutes, bulletins, reports, etc.) to communicate necessary information to appropriate parties.
- Managed school master calendar, principal's schedule, and substitutes
- Recruited and managed community volunteers, developing -in partnership with teachers- opportunities for communities to engage with school

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ADDITIONAL SKILLS

- Highly developed racial equity "lens" with a passion for intersectional social justice
- Over ten years experience working with school-aged students and their families in both academic and informal settings; particularly underserved communities and under-resourced schools
- Excellent communication skills, detail-oriented and highly motivated
- Effective organizational and leadership skills, time management; effective independently and as a team

VOLUNTEER

ACLU – Washington April 2015 – Present
Brand Ambassador

ACLU – Southern California September 2007 – March 2011
Student Outreach Support

Planned Parenthood – South Bay January 2009 – March 2011
Outreach Support

Education

Seattle Pacific University
Bachelor of Arts in Political Science, Minor in Women's Studies June 2013

WASHINGTON STATE
Charter School Commission
STUDENTS • INNOVATION • TRANSPARENCY

January 31, 2019

Mr. Stefan Huh
Director, Charter School Programs
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. Huh,

As the Executive Director of the Washington State Charter School Commission, I'm writing to express our strong support of the Washington State Charter Schools Association (WA Charters) to the U.S. Department of Education through the Charter School Program Grants to State Entities competition (CFDA 84.282A).

Established in April 2013, the Washington State Charter School Commission (Commission) is the state's only non-district and statewide charter school authorizer. The Commission's vision is to authorize high-quality charter public schools and provide effective oversight and transparent accountability to improve educational outcomes for at-risk students.

As one of Washington's two charter school authorizers, the Commission plays a critical role in ensuring that our state is home to high-quality, innovative, and accountable charter schools. We intend to partner with WA Charters as laid out in the grant application and below:

- Continue to provide authorization and oversight of charter public schools based on principles and practices of high-quality authorizers.
- Provide high-quality New Charter School Application Process to prospective charter schools, including the embedded CSP grant application
- Provide oversight of charter contracts, performance frameworks, renewals, and reporting
- Collaborate on monitoring activities, as possible, to support authorizer and CSP monitoring goals, reduce burden for schools, and avoid duplication of efforts
- Collaborate to collect and disseminate charter school best practices
- Collaborate with technical assistance provider in developing and implementing best-in-class school renewal process
- Attend partnership meetings

As one of Washington state's leaders in charter authorizing, which has given us a clear view into the growth of the sector and WA Charters' activity since inception, we believe WA Charters is uniquely positioned to oversee the work outlined in this grant application, which will result in:

- Significantly increased number of high-quality charters schools and authorized charter seats in Washington
- Improved educational outcomes for systemically underserved (or 'at-risk') charter public school students
- Dissemination of innovative, effective educational practices that improve student outcomes with key Washington state stakeholder groups

- Strengthened authorizer oversight practices

Sub-grants made available to charter schools in Washington through the Charter School Program grant are critical to the Washington charter sector's growth and scale. This proposal will allow WA Charters and its strong network of partners to continue efforts to support and increase the number of high-quality charter schools in Washington. We hope the U.S. Department of Education will consider the proposed partnership with WA Charters.

Sincerely,

[redacted]

Executive Director

Mr. Stefan Huh
Director, Charter School Programs
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. Huh,

As the Founder and Board Chair of Ashé Preparatory Academy (Ashé Prep), I'm writing to express my enthusiastic support of the Washington State Charter Schools Association (WA Charters) to the U.S. Department of Education through the Charter School Program Grants to State Entities competition (CFDA 84.282A).

Ashé Prep's mission is to cultivate the genius of a diverse population of students and prepare them to excel in high school, college, and career and to serve as leaders in and for their communities. Our vision is that all students and graduates know how to take action to improve their communities and their world.

Ashé Prep is a newly authorized charter school launching this school year (2019-2020), and as such, has been a recipient of the Charter School Program grant funding administered through the Office of the Superintendent of Public Instruction. As a sub-grantee of this program, our organization can attest to how critical this funding is in the planning and implementation of charter schools in Washington state. Without this funding, it's unlikely that Ashé Prep would have been able to launch. Having financial support for the start-up year and the first year or two of operation means much more time to focus on curriculum development, school culture, and intensive professional development.

As a grantee of WA Charters and a prior School Leadership and Design Fellow and a participant – in partnership with my leadership team - in their Strong Start program for planning-year schools, I can personally attest to the high quality and innovative nature of WA Charter's support for new school leaders. The strong performance of charter public schools in Washington to date and the growth of the sector are due in no small part to the leadership and support of WA Charters through its sub-granting and robust technical assistance.

Our school believes WA Charters is uniquely positioned to oversee the work outlined in this grant application, which will result in:

- Significantly increased number of high-quality charters schools and authorized charter seats in Washington
- Improved educational outcomes for systemically underserved (or 'at-risk') charter public school students
- Dissemination of innovative, effective educational practices that improve student outcomes with key Washington state stakeholder groups
- Strengthened authorizer oversight practices

Sub-grants made available to charter schools in Washington through the Charter School Program grant are critical to the Washington charter sector's growth and scale. This proposal will allow WA Charters and its strong network of partners to continue their efforts to support and increase the number of high-quality charter schools in Washington, including our school in Skyway-West Hill and the community we served in unincorporated King County. We hope the U.S. Department of Education will consider the proposed partnership with WA Charters.

Sincerely,

[redacted]

Board Chair
Ashé Preparatory Academy

CRPE
REINVENTING
PUBLIC EDUCATION

Mr. Stefan Huh
Director, Charter School Programs
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. Huh,

As the director of the Center on Reinventing Public Education, I'm writing regarding the Washington State Charter Schools Association (WA Charters) application to the U.S. Department of Education through the Charter Schools Program Grants to State Entities competition (CFDA 84.282A).

The Center on Reinventing Public Education (CRPE) is one of the nation's leading sources for transformative, evidence-based ideas to improve education. To ensure all students are prepared for a rapidly changing future, we put forward rigorous research and policy analysis to help educators, policymakers, civic and community leaders, parents, and students themselves reimagine education systems and structures.

We are a nonpartisan research center open to all possible solutions to measurably improve outcomes for all students, we work in the creative center across ideological lines to achieve strong, equitable schooling at scale, empower families, and inform and encourage effective governance.

Because our work is focused on researching best practices in education, we are committed to the continued exploration of data trends across public schools in Washington – including charter schools. To date, we have published two reports on Washington's charter sector and we anticipate we will continue to research this sector as it grows, including contracting with WA Charters to research and analyze charter school best practices should they be awarded.

Sub-grants made available to charter schools in Washington through the Charter School Program grant are critical to the Washington charter sector's growth and scale. This proposal will allow WA Charters and its strong network of partners to continue their efforts to support and increase the number of high-quality charter schools in Washington. We hope the U.S. Department of Education will consider the proposed partnership with WA Charters.

[redacted]
Director

February 8, 2019

Mr. Stefan Huh
Director, Charter School Programs
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. Huh,

As the CEO at Impact Public Schools I'm writing to express my enthusiastic support of the Washington State Charter Schools Association (WA Charters) to the U.S. Department of Education through the Charter School Program Grants to State Entities competition (CFDA 84.282A).

The mission of Impact Public Schools is to prepare the next generation of equity-driven, innovative leaders and to advocate for public policies that close the opportunity gap. Impact Public Schools is Washington's first homegrown charter school network and builds and operates world-class charter public schools in diverse communities across Washington state. Impact's first school – Impact | Puget Sound Elementary – launched in the 2018-2019 school year.

Impact Public Schools and Impact | Puget Sound Elementary have been recipients of the Charter School Program grants administered through the Office of the Superintendent of Public Instruction and can attest to how critical this funding is in the planning and implementation of charter schools in Washington state. Without this funding, it's unlikely that Impact | Puget Sound Elementary would have been able to launch.

As a grantee of WA Charters and a founding member of the charter sector, our school has firsthand experience with WA Charters as a grantor and a technical assistance provider. The strong performance of charter public schools in Washington to date and the growth of the sector are due in no small part to the leadership and support of WA Charters through its sub-granting and robust technical assistance.

We believe WA Charters is uniquely positioned to oversee the work outlined in this grant application, which will result in:

- Significantly increased number of high-quality charters schools and authorized charter seats in Washington
- Improved educational outcomes for systemically underserved (or 'at-risk') charter public school students
- Dissemination of innovative, effective educational practices that improve student outcomes with key Washington state stakeholder groups
- Strengthened authorizer oversight practices

Subgrants made available to charter schools in Washington through the Charter School Program grant are critical to the Washington charter sector's growth and scale. This proposal will allow WA Charters and its strong network of partners to continue their efforts to support and increase the number of high-quality charter schools in Washington. We hope the U.S. Department of Education will consider the proposed partnership with WA Charters.

Sincerely,

[redacted]

CEO
Impact Public Schools

Washington State Senate

Olympia Address:
415 Legislative Building
PO Box 40405
Olympia, WA 98504-0405

Senator Mark Mullet
5th Legislative District

[redacted]

February 4, 2019

Mr. Stefan Huh
Director, Charter School Programs
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. Huh,

I enthusiastically support the Washington State Charter Schools Association (WA Charters) in their application for the U.S. Department of Education's Charter School Program Grants to State Entities. (CFDA 84.282A)

The most critical responsibility our state has is to provide access to high-quality education for each of our students. I value the role that charter public schools play in our state and I have seen firsthand that they are an integral piece of Washington's education strategy for improving access to a variety of academic opportunities that produce high academic outcomes for students.

The strong performance of charter public schools in Washington to date and the growth of the sector are due in no small part to the leadership and support of WA Charters through its sub-granting and robust technical assistance.

I believe WA charters is uniquely positioned to oversee the work outlined in this grant application, which will result in:

- Significantly increased number of high-quality charters schools and authorized charter seats in Washington
- Improved educational outcomes for systemically underserved (or 'at-risk') charter public school students
- Dissemination of innovative, effective educational practices that improve student outcomes with key Washington state stakeholder groups
- Strengthened authorizer oversight practices

Sub-grants made available to charter schools in Washington through the Charter School Program grant are critical to the Washington charter sector's growth and scale. This proposal will allow WA Charters and its strong network of partners to continue their efforts to support and increase the number of high-quality charter schools in Washington.

Thank you for your consideration to fund this proposal. Please feel free to contact my office if you have any questions.

Sincerely,

[redacted]

nacsa
NATIONAL ASSOCIATION OF CHARTER SCHOOL AUTHORIZERS

105 W. Adams St.
Suite 1900
Chicago, IL 60603

[redacted]

www.qualitycharters.org

February 7, 2019

Ms. Ellen Safranak
Director, Charter School Programs
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Ms. Safranak,

On behalf of the National Association of Charter School Authorizers (NACSA), I am pleased to submit this letter of support for the Washington State Charter Schools Association's (WA Charters) application for the U.S. Department of Education's Charter School Program Grants to State Entities competition (CFDA 84.282A).

As an organization committed to increasing and improving quality educational opportunities for children by strengthening charter school authorizing, NACSA is pleased to support the creation of additional high-quality charter schools in the state of Washington. WA Charters has laid out ambitious objectives which we believe will not only lead to expanding great schools in Washington, but also help foster an environment focused on innovation and improvements in authorizing.

We believe WA charters is uniquely positioned to oversee the work outlined in this grant application, which will result in:

- A significant increase in the number of high-quality charters schools and authorized charter seats in Washington
- Improved educational outcomes for systemically underserved (or 'at-risk') charter public school students
- Dissemination of innovative, effective educational practices that improve student outcomes with key Washington state stakeholder groups
- Strengthened authorizer oversight practices

Sub-grants made available to charter schools in Washington through the Charter School Program grant are critical to the Washington charter sector's growth and scale. This proposal will allow WA charters and its strong network of partners to continue their efforts to support and increase the number of high-quality charter schools in Washington. We hope the U.S. Department of Education will consider the proposed partnership with WA Charters.

Sincerely,

[redacted]

ALL CHILDREN DESERVE A QUALITY EDUCATION.

February 5, 2019

Ms. Ellen Safranek
Director, Charter School Programs
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Ms. Safranek,

I am writing to express my strong support for the Washington State Charter Schools Association (WA Charters) in their application for the U.S. Department of Education's Charter Schools Program Grants to State Entities competition (CFDA 84.282A).

Washington has one of the best charter school policy environments in the nation. The organization that I lead compiles an annual state-by-state ranking of charter public school laws. Our rankings measure each state's charter school law against a "gold standard" model law, and each law receives a score based on 21 essential metrics, including accountability, flexibility, and funding equity. For the past two years, Washington's charter school law has ranked third.

In addition to a robust policy environment, the strong performance of charter public schools in Washington to date and the growth of the sector are due in no small part to the leadership and support of WA Charters through its sub-granting and robust technical assistance.

We believe WA Charters is uniquely positioned to oversee the work outlined in this grant application, which will result in:

- Significantly increased number of high-quality charters schools and seats in Washington
- Improved educational outcomes for systemically underserved (or 'at-risk') charter public school students
- Dissemination of innovative, effective educational practices that improve student outcomes with key Washington state stakeholder groups
- Strengthened authorizer oversight practices.

The Charter Schools Program grant is critical to the Washington charter sector's growth and scale. This proposal will allow WA Charters and its strong network of partners to continue their efforts to support and increase the number of high-quality charter schools in Washington.

Thank you for your consideration to fund this proposal.

[redacted]

1101 Fifteenth Street, NW
Suite 1010
Washington, D.C. 20005
[redacted]

SUPERINTENDENT OF PUBLIC INSTRUCTION

CHRIS REYKDAL Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · http://www.k12.wa.us

February 6, 2019

Mr. Stefan Huh, Director
Charter Schools Program
U.S. Department of Education
Office of Innovation and Improvement
400 Maryland Avenue, SW
Washington, DC 20202-5960

RE: Charter Schools Program Grants to State Entities (CFDA 84.282A)

Dear Mr. Huh:

This letter is a statement from the Washington State Office of Superintendent of Public Instruction (OSPI) regarding the Washington State Charter Schools Association's (WA Charters) application to the U.S. Department of Education through the Charter Schools Program (CSP) Grants to State Entities competition (CFDA 84.282A). In the event WA Charters is awarded the grant, OSPI intends to continue to maintain effective systems and processes for charter schools in Washington, as identified in the WA Charters application.

To that end, OSPI affirms its intent to: maintain general operational efficiencies in its work with all Washington public schools, including charter schools; continue implementing practices that mitigate duplications of systems and efforts related to charter school reporting, and exploring options for how the payments system that allocates funding to charter schools under the current state CSP grant can be minimally disrupted under the proposed new CSP grant; and work with WA Charters to provide relevant support and technical assistance in implementing the new grant.

In addition, OSPI intends to continue its work in supporting the onboarding of newly authorized charter schools and dissemination of information regarding best practices.

[redacted]

State of
Washington
House of
Representatives

January 28, 2019

Mr. Stefan Huh
Director, Charter School Programs
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. Huh,

I enthusiastically support the Washington State Charter Schools Association (WA Charters) in their application for the U.S. Department of Education's Charter School Program Grants to State Entities competition (CFDA 84.282A).

The development and continued expansion of high-quality charter public schools is critical for Washington's students, especially for systemically underserved students. Washington's charter school sector partners are working hard to close the education achievement gap and are committed to building an innovative charter public school sector throughout Washington.

Since the schools began opening, I have heard from countless charter school parents about the positive impacts the schools have had on their children. Not only are their children excelling academically, they are excited and look forward to going to school every day. This is a trend that I would like to see continue.

The strong performance of charter public schools in Washington to date and the growth of the sector are due in no small part to the leadership and support of WA Charters through its sub-granting and robust technical assistance.

I believe WA charters is uniquely positioned to oversee the work outlined in this grant application, which will result in:

- Significantly increased number of high-quality charters schools and authorized charter seats in Washington
- Improved educational outcomes for systemically underserved (or 'at-risk') charter public school students
- Dissemination of innovative, effective educational practices that improve student outcomes with key Washington state stakeholder groups
- Strengthened authorizer oversight practices

Sub-grants made available to charter schools in Washington through the Charter School Program grant are critical to the Washington charter sector's growth and scale. This proposal will allow WA Charters and its strong network of partners to continue their efforts to support and increase the number of high-quality charter schools in Washington. We hope the U.S. Department of Education will consider the proposed partnership with WA Charters.

Thank you for your consideration to fund this proposal.

[redacted]

psesd
excellence & equity in education

Puget Sound Educational Service District
800 Oakesdale Ave. SW | Renton, WA 98057
[redacted] | www.psesd.org

Mr. Stefan Huh
Director, Charter School Programs
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. Huh,

As a Director of Special Services of the Puget Sound Educational Service District (PSESD), I'm writing regarding the Washington State Charter Schools Association (WA Charters) application to the U.S. Department of Education through the Charter School Program Grants to State Entities competition (CFDA 84.282A).

PSESD is one of nine regional educational agencies serving school districts and state approved charter and private schools in Washington. Educational Service Districts, created by the legislature, are an essential regional delivery system for early learning and K-postsecondary services in the state.

PSESD is committed to supporting all stakeholders (students, teachers, school districts, education leaders, internal staff) in reaching personal and organizational success. The agency is an innovative and responsive partner providing essential local services to leverage resources and strengths to make sure students are ready to enter school, achieve at high levels in the K-12 system, and succeed in post-secondary endeavors.

PSESD is a partner in the True Measure Collaborative, a public-private consortium coordinate by WA Charters that serves as a full partner to charter and district schools, offering robust, centralized expertise and supports that promote compliant, effective, and innovative practices for meeting the needs of students faced with barriers to academic achievement, including those with disabilities. As a partner in the work, it provides critical services and collaborative opportunities across the district and charter sector and strives to share best practices to support all students in high-level achievement in K-12 and beyond.

We intend to continue this work with WA Charters and other partners to bring compliant, effective, and innovative practices to schools to meet the needs of all students. Thank you for your strong consideration of WA Charters' application for funding.

Sincerely,
[redacted]

Highline Head Start Greenbridge
10041 6th Ave SW
Seattle, WA 98146
[redacted]

Educare Early Learning
625 SW 100th St
Seattle, WA 98146
[redacted]

Transportation
1282 Valentine Ave SE
Pacific, WA 98047
[redacted]

ReLife School
5515 44th St NE
Puyallup, WA 98371
[redacted]

Highline Head Start Seola Gardens
11195 5th Ave SW
Seattle, WA 98146
[redacted]

February 05, 2019 **VIA ELECTRONIC MAIL**

Mr. Stefan Huh
Director, Charter School Programs
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. Huh,

On behalf of the Raza Development Fund, Inc. ("RDF"), a high performing non-profit Community Development Financial Institution ("CDFI") that supports organizations working to demonstrably outperform traditional public school alternatives and close the achievement gap in low-income communities of color across the country, we are pleased to provide this letter of support for Washington State Charter Schools Association ("WA Charters"), and its application for Charter Schools Program ("CSP") Grants to State Entities. WA Charters has been at the forefront of the WA State charter school movement through local advocacy, leadership, providing resources, and technical assistance to new and existing school leaders.

Established in 1999, RDF was one of the first impact investors in the country to specialize in supporting start-up charter schools; and our investment portfolio includes some of the best known and most effective innovative charter school models in the country. RDF has been an active supporter of the charter school movement in Washington, having provided direct funding to some of the state's first, high-quality charter schools. To date RDF, has funded over $19,000,000 of capital for acquisition and development of temporary and permanent educational facilities for public charter schools (K-12) in Washington State, benefitting both emerging charter school management organizations ("CMOs") and local, independent charter school operators.

School facilities are capital intensive investments and access to affordable capital is critical to funding the industry's need at scale. Given the early state of the charter school movement in Washington State, the U.S. DOE CSP Grant to State Entities Program is vital to the development of a healthy, charter school infrastructure and ecosystem to the state.

While there is no current public charter school facility funding solution in place, at this time, RDF is committed to funding quality school choice options and supporting key partners like WA Charters throughout Washington State. We hope the U.S. Department of Education will strongly consider the fundamental need of CSP grant funds in Washington State are crucial to continue growing the number of high-quality charter schools available to students across the state. Should you or any other parties involved have any questions, please feel free to contact me, directly at [redacted] or via email at [redacted]

Sincerely,

[redacted]

4813 California Ave., SW · Seattle, Washington 98116 · [redacted]

Washington State Senate

Olympia Address:
204 Irv Newhouse Building
PO Box 40418
Olympia, WA 98504-0418

Senator Ann Rivers
18th Legislative District
Senate Republican Whip

Telephone:
[redacted]

February 4, 2019

Mr. Stefan Huh
Director, Charter School Programs
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. Huh,

During my years as a classroom teacher, I saw firsthand how students can be underserved by the traditional school model, and came to appreciate the value of presenting an alternative. As a longtime member of our state Legislature's education committees, I worked many years to ensure equitable learning opportunities for children in my state, which has included protecting Washington's voter-approved charter public schools from misguided efforts to hinder their growth.

It is with that background that I enthusiastically support the application of the Washington State Charter Schools Association (WA Charters) in your agency's Charter School Program Grants to State Entities competition (CFDA 84.282A).

Under Washington's constitution, providing for basic education is the paramount duty of state government. To me, the development and continued expansion of high-quality charter public schools is a critical component of carrying out that constitutional mandate. In addition, it's exciting for me as a policymaker and a former teacher to see how charter public schools allow so many students (and by extension, their families) taking charge of their education.

Although our Legislature has established a stable source of support for charter public schools in my state, the sub-grants possible through a Charter School Program grant would be critically important to the growth and scale of Washington's charter sector.

The leadership and support of WA Charters, particularly through its sub-granting and robust technical assistance, has been a leading factor in the strong performance of charter public schools in Washington to date and the growth of the sector.

I believe WA Charters is uniquely positioned to oversee the work outlined in its grant application, which will result in:

- Significantly increased number of high-quality charter schools and authorized charter seats in Washington
- Improved educational outcomes for systemically underserved (or “at-risk”) charter public school students
- Dissemination of innovative, effective educational practices that improve student outcomes with key Washington state stakeholder groups
- Strengthened authorizer oversight practices

A partnership with the U.S. Department of Education would enable WA Charters and its strong network of partners to continue their efforts to support and increase the number of high-quality charter schools in Washington.

Thank you for your consideration of this important proposal. Please feel free to contact my office if you have any questions.

Sincerely,

[redacted]

Mr. Stephan Huh
Director, Charter School Programs
Office of Innovation and Improvement
U.S Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Mr. Huh,

As the CEO of the Rural Alliance a grass-roots organization committed to the success for all students, I am writing to express my support of the Washington State Charter Schools Association to the U.S. Department of Education through the Charter School Program Grants to State Entities competition (CFDA84.282A)

Collaborative by design, The Rural Alliance's mission is in partnering to increase options and opportunities for rural students, their families and communities.

As a collaborative that supports the success of rural students, families and communities, the Rural Alliance has partnered with Washington Charter Schools on the Summit Personalized Learning platform. As a direct result of this partnership fourteen schools in seven districts are implementing Summits Personalized Learning platform. The charter sector, like the Rural Alliance, functions quite independently on limited funding and works to find innovative solutions to educational operational and infrastructural challenges.

As a collaborative that understands the power of innovation and collaboration to catalyze quality in our public school system we look forward to outcomes outlined in this grant by WA charters.

- Improved educational outcomes for systemically underserved public school students
- Dissemination of innovative effective educational practices that improve student outcome
- Deepen the practices of our school leaders as instructional leaders

Sub-grants made available to charter schools in Washington through the Charter School Program Grant are critical to the Washington charter sector's growth and scale. The proposal will allow WA Charters and its strong network of partners to continue their efforts to support high quality charter schools in Washington. We hope the U.S. Department of Education will consider the proposed partnership with WA Charters.

Sincerely,

[redacted]

Mr. Stefan Huh
Director, Charter School Programs
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. Huh,

As the founder/Head of School at Spokane International Academy I'm writing to express my enthusiastic support of the Washington State Charter Schools Association (WA Charters) to the U.S. Department of Education through the Charter School Program Grants to State Entities competition (CFDA 84.282A).

SIA's mission is to empower its students with the academic skills, habits of mind, and global competence necessary to complete advanced courses in high school and a college degree in order to become leaders who can powerfully transform their communities.

SIA has been a recipient of the Charter School Program grants administered through the Office of the Superintendent of Public Instruction and can attest to how critical this funding is in the planning and implementation of charter schools in Washington state. Without this funding, it's unlikely that SIA would have been able to launch.

As a grantee of WA Charters and a founding member of the charter sector, our school has firsthand experience with WA Charters as a grantor and a technical assistance provider. The strong performance of charter public schools in Washington to date and the growth of the sector are due in no small part to the leadership and support of WA Charters through its sub-granting and robust technical assistance.

We believe WA Charters is uniquely positioned to oversee the work outlined in this grant application, which will result in:

- Significantly increased number of high-quality charters schools and authorized charter seats in Washington
- Improved educational outcomes for systemically underserved (or 'at-risk') charter public school students
- Dissemination of innovative, effective educational practices that improve student outcomes with key Washington state stakeholder groups
- Strengthened authorizer oversight practices

Sub-grants made available to charter schools in Washington through the Charter School Program grant are critical to the Washington charter sector's growth and scale. This proposal will allow WA Charters and its strong network of partners to continue their efforts to support and increase the number of high-quality charter schools in Washington, Due to the success we have seen in our program and the demand in our community for seats at our school, we are strongly considering expanding our program to serve more grades and add more schools. We know that the CSP is vital in realizing this goal and providing more high-quality school choice options for students in Spokane, WA. We hope the U.S. Department of Education will consider the proposed partnership with WA Charters.

Sincerely,

[redacted]

Mr. Stefan Huh
Director, Charter School Programs
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. Huh,

As a passionate charter school parent, I'm writing to express my enthusiastic support of the Washington State Charter Schools Association (WA Charters) to the U.S. Department of Education through the Charter School Program Grants to State Entities competition (CFDA 84.282A).

My child's school, Rainier Prep, has been a recipient of the Charter School Program grants administered through the Office of the Superintendent of Public Instruction and as a parent, I can attest to how critical this funding has been in making an impact on my child's life. Rainier Prep help build my son's confidence in himself, especially with his learning disability. After years of worrying I would never find him the right school and support, I did, and I couldn't be more grateful for Rainier Prep.

I strongly support WA Charters' application to this program, which, if funded, will result in:

- Significantly increased number of high-quality charters schools and authorized charter seats in Washington
- Improved educational outcomes for systemically underserved (or 'at-risk') charter public school students
- Dissemination of innovative, effective educational practices that improve student outcomes with key Washington state stakeholder groups
- Strengthened authorizer oversight practices

Sub-grants made available to charter schools in Washington through the Charter School Program grant are critical to the Washington charter sector's growth and scale and the continued success of scholars like my child. This proposal will allow WA Charters and its strong network of partners to continue their efforts to support and increase the number of high-quality charter schools in Washington. I hope the U.S. Department of Education will consider the proposed partnership with WA Charters.

Sincerely,

[redacted]

4306 South 124 ST
Tukwila, WA 98178

STATE REPRESENTATIVE
2nd DISTRICT
J.T. WILCOX
REPUBLICAN LEADER

State of
Washington
House of
Representatives

RULES

February 4, 2019

Mr. Stefan Huh
Director, Charter School Programs
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. Huh,

I enthusiastically support the Washington State Charter Schools Association (WA Charters) in their application for the U.S. Department of Education's Charter School Program Grants to State Entities competition (CFDA 84.282A).

Every child in Washington deserves access to high-quality public education and charter schools provide that access for many of our most underserved students. In 2016, I helped lead a bi-partisan effort in the Washington state legislature to enact a new charter school law (after our state Supreme Court struck down our original voter-approved law) because of the valuable role that charter public schools play in our state. The development and continued expansion of high-quality charter public schools is a critical component of our strategy to build quality educational opportunities in all communities in Washington.

The strong performance of charter public schools in Washington to date and the growth of the sector are due in no small part to the leadership and support of WA Charters through its sub-granting and robust technical assistance.

I believe WA charters is uniquely positioned to oversee the work outlined in this grant application, which will result in:

- Significantly increased number of high-quality charters schools and authorized charter seats in Washington
- Improved educational outcomes for systemically underserved (or 'at-risk') charter public school students
- Dissemination of innovative, effective educational practices that improve student outcomes with key Washington state stakeholder groups
- Strengthened authorizer oversight practices

Sub-grants made available to charter schools in Washington through the Charter School Program grant are critical to the Washington charter sector's growth and scale. This proposal will allow WA Charters and its strong network of partners to continue their efforts to support and increase the number of high-quality charter schools in Washington. We hope the U.S. Department of Education will consider the proposed partnership with WA Charters.

Thank you for your consideration to fund this proposal. Please feel free to contact my office if you have any questions.

Sincerely,

[redacted]

LEGISLATIVE OFFICE: 335C LEGISLATIVE BUILDING, PO BOX 40600, OLYMPIA, WA 98504-0600 • [redacted]
TOLL-FREE LEGISLATIVE HOTLINE: [redacted]
E-MAIL: [redacted]

WASHINGTON CHARTER SCHOOL DEVELOPMENT

Mr. Stefan Huh

Director, Charter School Programs

Office of Innovation and Improvement

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202

Dear Mr. Huh,

As the Washington State regional director for Pacific Charter School Development (PCSD) I am writing in support of the application presented by the Washington State Charter Schools Association (WA Charters) to the U.S. Department of Education through the Charter School Program Grants to State Entities competition (CFDA 84.282A).

PCSD is the nation's largest private, not-for-profit developer of charter school facilities - its track record of development in California, Massachusetts, and Washington since 2005 includes 25,000+ seats on over 50 separate campuses. This track record demonstrates PCSD's ability to leverage its project equity (raised from the nation's leading supporters of public education reform) along with private and public sources of financing to create affordable, sustainable, and safe facilities for schools serving socioeconomically distressed areas.

Over the last three years, Washington Charter School Development (WCSD - a Seattle based subsidiary of PCSD) has been working in the State of Washington to deliver school facilities and replicate PCSD's success in the State of Washington - and has worked closely with WA Charters since inception to achieve these goals. To date WCSD has successfully delivered 7 new campuses in Washington and are engaged in the design and development of a further 4 new campuses for 2020. PCSD's unparalleled track record of development of charter school facilities in California and WCSD's leadership and success in replicating this achievement in Washington demonstrates our ability to bring multiple sources of financing together in an emerging charter school market and to use such financing to create the facilities that help transform that market. We are committed to remaining a strong partner to charter public schools launching and expanding in Washington through continued facilities financing support and development of innovative solutions for Washington's unique facilities landscape.

The strong performance of charter public schools in Washington to date and the growth of the sector are due in no small part to the leadership and support of WA Charters through its sub-granting and robust technical assistance. WA Charters has deep expertise in managing significant grant funds and exemplifies best practices in fiscal management, grant making, grant monitoring, and reporting to funder. WA Charters'

Washington Charter School Development, Inc.
107 Spring St, Suite 4025, Seattle, WA 98104

executive team and Board leadership has robust professional experience in developing and coordinating cross-sector partnerships, managing federal grants, and achieving critical grant outcomes.

We believe WA charters is uniquely positioned to oversee the work outlined in this grant application, which will result in:

- Significantly increased number of high-quality charters schools and authorized charter seats in Washington
- Improved educational outcomes for systemically underserved (or 'at-risk') charter public school students
- Dissemination of innovative, effective educational practices that improve student outcomes with key Washington state stakeholder groups
- Strengthened authorizer oversight practices

Sub-grants made available to charter schools in Washington through the Charter School Program grant are critical to the Washington charter sector's growth and scale. This proposal will allow WA charters and its strong network of partners to continue their efforts to support and increase the number of high-quality charter schools in Washington. We hope the U.S. Department of Education will consider the proposed partnership with WA Charters.

Thank you for your consideration to fund this proposal.

[redacted]

Washington Charter School Development, Inc.
107 Spring St, Suite 4025, Seattle, WA 98104

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: AUG 11 2014

WASHINGTON STATE CHARTER SCHOOLS
ASSOCIATION
C/O MCKINSTRY
210 S HUDSON ST STE 330
SEATTLE, WA 98134

Employer Identification Number:
[redacted]
DLN:
[redacted]
Contact Person:
CUSTOMER SERVICE [redacted]
Contact Telephone Number:
[redacted]

Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
April 23, 2013
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

[redacted]

Letter 947

Appendix E: Proprietary Information

Washington Innovation and Excellence CSP Grant Proprietary Information Statement

Not Applicable – no proprietary information contained in the application.

CERTIFICATION OF ENROLLMENT

ENGROSSED SECOND SUBSTITUTE SENATE BILL 6194

64th Legislature
2016 Regular Session

Passed by the Senate March 10, 2016
Yeas 26 Nays 23

President of the Senate

Passed by the House March 9, 2016
Yeas 58 Nays 39

Speaker of the House of Representatives

Approved

Governor of the State of Washington

CERTIFICATE

I, Hunter G. Goodman, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SECOND SUBSTITUTE SENATE BILL 6194** as passed by Senate and the House of Representatives on the dates hereon set forth.

Secretary

FILED

Secretary of State
State of Washington

ENGROSSED SECOND SUBSTITUTE SENATE BILL 6194

AS AMENDED BY THE HOUSE

Passed Legislature - 2016 Regular Session

State of Washington 64th Legislature 2016 Regular Session

By Senate Ways & Means (originally sponsored by Senators Litzow, Mullet, Fain, Hobbs, Becker, Rivers, O'Ban, Dammeier, Angel, Hill, Bailey, Sheldon, Miloscia, Braun, Baumgartner, and King)

READ FIRST TIME 01/20/16.

AN ACT Relating to public schools that are not common schools; amending RCW 28B.76.526; reenacting and amending RCW 28A.710.010, 28A.710.020, 28A.710.030, 28A.710.040, 28A.710.050, 28A.710.060, 28A.710.070, 28A.710.080, 28A.710.090, 28A.710.100, 28A.710.110, 28A.710.120, 28A.710.130, 28A.710.140, 28A.710.150, 28A.710.160, 28A.710.170, 28A.710.180, 28A.710.190, 28A.710.200, 28A.710.210, 28A.710.220, 28A.710.230, 28A.710.250, 28A.150.010, and 28A.315.005; reenacting RCW 28A.710.240, 28A.710.260, 41.32.033, 41.35.035, 41.40.025, 41.05.011, 41.56.0251, and 41.59.031; adding new sections to chapter 28A.710 RCW; creating a new section; repealing RCW 28A.710.005; and declaring an emergency.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

PART I
CHARTER PUBLIC SCHOOLS

Sec. 101. RCW 28A.710.010 and 2013 c 2 s 201 are each reenacted and amended to read as follows:

The definitions in this section apply throughout this chapter unless the context clearly requires otherwise.

(1) "Applicant" means a nonprofit corporation that has submitted an application to an authorizer. The nonprofit corporation must be

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)). The nonprofit corporation may not be a sectarian or religious organization and must meet all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW 28A.710.220.

(2) "At-risk student" means a student who has an academic or economic disadvantage that requires assistance or special services to succeed in educational programs. The term includes, but is not limited to, students who do not meet minimum standards of academic proficiency, students who are at risk of dropping out of high school, students in chronically low-performing schools, students with higher than average disciplinary sanctions, students with lower participation rates in advanced or gifted programs, students who are limited in English proficiency, students who are members of economically disadvantaged families, and students who are identified as having special educational needs.

(3) "Authorizer" means ((~~an entity~~)) the commission established in RCW 28A.710.070 or a school district approved under RCW 28A.710.090 to review, approve, or reject charter school applications; enter into, renew, or revoke charter contracts with applicants; and oversee the charter schools the entity has authorized.

(4) "Charter contract" means a fixed term, renewable contract between a charter school and an authorizer that outlines the roles, powers, responsibilities, and performance expectations for each party to the contract.

(5) "Charter school" or "((~~public~~)) charter public school" means a public school that is established in accordance with this chapter, governed by a charter school board, and operated according to the terms of a charter contract executed under this chapter ((~~and includes a new charter school and a conversion charter school~~)).

(6) "Charter school board" means the board of directors appointed or selected under the terms of a charter application to manage and operate the charter school.

(7) "Commission" means the Washington state charter school commission established in RCW 28A.710.070.

(8) ((~~"Conversion charter school" means a charter school created by converting an existing noncharter public school in its entirety to a charter school under this chapter.~~

~~(9) "New charter school" means any charter school established under this chapter that is not a conversion charter school.~~

~~(10)~~)) "Parent" means a parent, guardian, or other person or entity having legal custody of a child.

((~~(11)~~)) (9) "Student" means ((~~any~~)) a child eligible ((~~under RCW 28A.225.160~~)) to attend a public school in the state.

Sec. 102. RCW 28A.710.020 and 2013 c 2 s 202 are each reenacted and amended to read as follows:

A charter school established under this chapter:

(1) Is a public((~~, common~~)) school that is:

(a) Open to all children free of charge and by choice; and

(b) Operated separately from the common school system as an alternative to traditional common schools;

(2) ((~~Is a public, common school offering~~)) May offer any program or course of study that ((~~a noncharter~~)) any other public school may offer, including one or more of grades kindergarten through twelve;

(3) Is governed by a charter school board according to the terms of a renewable, five-year charter contract executed under RCW 28A.710.160;

(4) ((~~Is a public school to which parents choose to send their children;~~

~~(5)~~)) Functions as a local education agency under applicable federal laws and regulations and is responsible for meeting the requirements of local education agencies and public schools under those federal laws and regulations, including but not limited to compliance with the individuals with disabilities education improvement act (20 U.S.C. Sec. 1401 et seq.), the federal educational rights and privacy act (20 U.S.C. Sec. 1232g), the McKinney-Vento homeless assistance act of 1987 (42 U.S.C. Sec. 11431 et seq.), and the elementary and secondary education act (20 U.S.C. Sec. 6301 et seq.).

Sec. 103. RCW 28A.710.030 and 2013 c 2 s 203 are each reenacted and amended to read as follows:

(1) To ((~~carry out~~)) fulfill its duty to manage and operate the charter school, and ((~~carry out~~)) to execute the terms of its charter contract, a charter school board may:

(a) Hire, manage, and discharge ((~~any~~)) charter school employees in accordance with the terms of this chapter and ((~~that~~)) the school's charter contract;

(b) Receive and disburse funds for the purposes of the charter school;

(c) Enter 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~~)), pupil transportation services, and for the management and operation of the charter school ((~~to the same extent as other noncharter public schools, as long as~~)), provided the charter school board maintains oversight authority over the charter school. Contracts for management operation of the charter school may only be with nonprofit organizations;

(d) Rent, lease, purchase, or own real property. All charter contracts and contracts with other entities must 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;

(e) Issue 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((~~: PROVIDED, That~~)). However, the ((~~public~~)) charter public school may not pledge, assign, or encumber any public funds received or to be received pursuant to RCW 28A.710.220. ((~~The~~)) Debt issued under this subsection (1)(e) is not a general, special, or moral obligation of the state, the charter school authorizer, the school district in which the charter school is located, or any other political subdivision or agency of the state. Neither the full faith and credit nor the taxing power of the state, or any political subdivision or agency of the state, may be pledged for the payment of the debt;

(f) Solicit, accept, and administer for the benefit of the charter school and its students, gifts, grants, and donations from individuals, or public or private entities, excluding ((~~from~~))

sectarian or religious organizations. A charter school((~~s~~)) board may not accept any gifts or donations ((~~the conditions of which~~)) that violate this chapter or other state laws; and

(g) Issue diplomas to students who meet state high school graduation requirements established under RCW 28A.230.090. A charter school board may establish additional graduation requirements.

(2) A charter school board must contract for an independent performance audit of the school to be conducted: (a) The second year immediately following the school's first full school year of operation; and (b) every three years thereafter. The performance audit must be conducted in accordance with United States general accounting office government auditing standards. A performance audit in compliance with this section does not inhibit the state auditor's office from conducting a performance audit of the school.

(3) A charter school board may not levy taxes or issue tax-backed bonds.

(4) A charter school board may not acquire property by eminent domain.

(5) A charter school board, through web site postings and written notice with receipt acknowledged by signature of the recipient, must advise families of new, ongoing, and prospective students of any ongoing litigation challenging the constitutionality of charter schools or that may require charter schools to cease operations.

Sec. 104. RCW 28A.710.040 and 2013 c 2 s 204 are each reenacted and amended to read as follows:

(1) A charter school must operate according to the terms of its charter contract and the provisions of this chapter.

(2) ((~~All~~)) A charter school((~~s~~)) must:

(a) 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) and chapter 28A.640 RCW (sexual equality);

(b) Provide a program of basic education, ((~~as provided~~)) that meets the goals in RCW 28A.150.210, including instruction in the essential academic learning requirements, and participate in the statewide student assessment system as developed under RCW 28A.655.070;

(c) Employ certificated instructional staff as required in RCW 28A.410.025((~~: PROVIDED, That~~)). Charter schools, however, may hire noncertificated instructional staff of unusual competence and in exceptional cases as specified in RCW 28A.150.203(7);

(d) Comply with the employee record check requirements in RCW 28A.400.303;

(e) 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;

(f) Comply with the annual performance report under RCW 28A.655.110;

(g) Be subject to the performance improvement goals adopted by the state board of education under RCW 28A.305.130;

(h) Comply with the open public meetings act in chapter 42.30 RCW and public records requirements in chapter 42.56 RCW; and

(i) Be subject to and comply with legislation enacted after December 6, 2012, ((~~governing~~)) that governs the operation and management of charter schools.

(3) ((~~Public~~)) Charter public schools must comply with all state statutes and rules made applicable to the charter school in the school's charter contract, and are subject to the specific state statutes and rules identified in subsection (2) of this section. For the purpose of allowing flexibility to innovate in areas such as scheduling, personnel, funding, and educational programs to improve student outcomes and academic achievement, charter schools are not subject to, and are exempt from, all other state statutes and rules applicable to school districts and school district boards of directors((~~, for the purpose of allowing flexibility to innovate in areas such as scheduling, personnel, funding, and educational programs in order to improve student outcomes and academic achievement~~)). Except as provided otherwise by this chapter or a charter contract, charter schools are exempt from all school district policies ((~~except policies made applicable in the school's charter contract~~)).

(4) ((~~No~~)) A charter school may not engage in any sectarian practices in its educational program, admissions or employment policies, or operations.

(5) Charter schools are 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 provided in this chapter ((~~2, Laws of 2013~~)).

Sec. 105. RCW 28A.710.050 and 2013 c 2 s 205 are each reenacted and amended to read as follows:

(1) Except as provided in subsection (3) of this section, a charter school may not limit admission on any basis other than age group, grade level, or enrollment capacity ((~~and must enroll all students who apply within these bases~~)). A charter school is open to any student regardless of his or her location of residence.

(2) A charter school may 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.

(3) ((~~A conversion charter school must provide sufficient capacity to enroll all students who wish to remain enrolled in the school after its conversion to a charter school, and may not displace students enrolled before the chartering process.~~

~~(4)~~)) If capacity is insufficient to enroll all students who apply to a charter school, the charter school must ((~~select students through a lottery to ensure fairness. However, a charter school must give an enrollment preference to siblings of already enrolled students~~)) grant an enrollment preference to siblings of enrolled students, with any remaining enrollments allocated through a lottery. A charter school may offer, pursuant to an admissions policy approved by the commission, a weighted enrollment preference for at-risk students or to children of full-time employees of the school if the employees' children reside within the state.

((~~(5)~~)) (4) The enrollment capacity of a charter school must be determined annually by the charter school board in consultation with the charter authorizer and with consideration of the charter 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. An authorizer may not restrict the number of students a charter school may enroll.

((~~(6)~~)) (5) Nothing in this section prevents formation of a charter school whose mission is to offer a specialized learning environment and services for particular groups of students, such as at-risk students, students with disabilities, or students who pose

such severe disciplinary problems that they warrant a specific educational program. Nothing in this section prevents formation of a charter school organized around a special emphasis, theme, or concept as stated in the school's application and charter contract.

Sec. 106. RCW 28A.710.060 and 2013 c 2 s 206 are each reenacted and amended to read as follows:

(1) School districts must provide information to parents and the general public about charter schools located within the district as an enrollment option for students.

(2) If a student who was previously enrolled in a charter school enrolls in another public school in the state, the student's new school must accept credits earned by the student in the charter school in the same manner and according to the same criteria that credits are accepted from other public schools.

(3) A charter school ((~~is eligible for~~)) may participate in state or district-sponsored interscholastic programs, awards, scholarships, or competitions to the same extent as other public schools.

Sec. 107. RCW 28A.710.070 and 2013 c 2 s 208 are each reenacted and amended to read as follows:

(1) The Washington state charter school commission is established as an independent state agency whose mission is to authorize high quality ((~~public~~)) charter public schools throughout the state, ((~~particularly~~)) especially schools that are designed to expand opportunities for at-risk students, and to ensure the highest standards of accountability and oversight for these schools.

(2) The commission shall, through its management, supervision, and enforcement of the charter contracts and pursuant to applicable law, administer the ((~~portion of the public common school system consisting of the~~)) charter schools it authorizes ((~~as provided in this chapter,~~)) in the same manner as a school district board of directors((~~, through its management, supervision, and enforcement of the charter contracts, and pursuant to applicable law, administers the charter schools it authorizes~~)) administers other schools.

((~~(2)~~)) (3)(a) The commission shall consist of:

(i) Nine appointed members((~~, no more than five of whom shall be members of the same political party~~));

(ii) The superintendent of public instruction or the superintendent's designee; and

(iii) The chair of the state board of education or the chair's designee.

(b) Appointments to the commission shall be as follows: Three members shall be appointed by the governor; three members shall be appointed by the ((~~president of the~~)) senate, with two members appointed by the leader of the largest caucus of the senate and one member appointed by the leader of the minority caucus of the senate; and three members shall be appointed by the ((~~speaker of the~~)) house of representatives, with two members appointed by the speaker of the house of representatives and one member appointed by the leader of the minority caucus of the house of representatives. The appointing authorities shall assure diversity among commission members, including representation from various geographic areas of the state and shall assure that at least one member is ((~~a~~)) the parent of a Washington public school student.

((~~(3)~~)) (4) Members appointed to the commission shall collectively possess strong experience and expertise in public and nonprofit governance; management and finance; public school leadership, assessment, curriculum, and instruction; and public education law. All appointed members shall have demonstrated an understanding of and commitment to charter schooling as a strategy for strengthening public education.

((~~(4)~~)) (5) Appointed members shall ((~~be appointed to~~)) serve four-year, staggered terms((~~, with~~)). The initial appointments from each of the appointing authorities ((~~consisting~~)) must consist of one member appointed to a one-year term, one member appointed to a two-year term, and one member appointed to a three-year term, all of whom thereafter may be reappointed for a four-year term. No appointed member may serve more than two consecutive terms. Initial appointments must be made ((~~no later than ninety days after December 6, 2012~~)) by July 1, 2016.

((~~(5)~~)) (6) Whenever a vacancy on the commission exists among its appointed membership, the original appointing authority must appoint a member for the remaining portion of the term within no more than thirty days.

((~~(6)~~)) (7) Commission members shall serve without compensation but may be reimbursed for travel expenses as authorized in RCW 43.03.050 and 43.03.060.

((~~(7) Operational and staff support for the commission shall be provided by the office of the governor until the commission has~~

~~sufficient resources to hire or contract for separate staff support, who~~))

(8) The commission shall reside within the office of the ((~~governor~~)) superintendent of public instruction for administrative purposes only.

((~~(8)~~)) (9) RCW 28A.710.090 and 28A.710.120 do not apply to the commission.

Sec. 108. RCW 28A.710.080 and 2013 c 2 s 207 are each reenacted and amended to read as follows:

The following entities ((~~are eligible to~~)) may be authorizers of charter schools:

(1) The ((~~Washington charter school~~)) commission ((~~established under RCW 28A.710.070,~~)) may exercise the authority granted under this section for charter schools located anywhere in the state; and

(2) A school district board((~~s~~)) of directors ((~~that have been approved by the state board of education under RCW 28A.710.090 before authorizing a charter school,~~)) may exercise the authority granted under this section only after receiving approval from the state board of education under RCW 28A.710.090, and only for charter schools located within the school district's ((~~own~~)) boundaries.

Sec. 109. RCW 28A.710.090 and 2013 c 2 s 209 are each reenacted and amended to read as follows:

(1) The state board of education shall establish an annual application and approval process and timelines for ((~~entities~~)) school districts seeking approval to ((~~be~~)) become charter school authorizers. The initial process and timelines must be established ((~~no later than ninety days after December 6, 2012~~)) by July 1, 2016.

(2) At a minimum, each applicant district must submit to the state board of education:

(a) The applicant's strategic vision for chartering;

(b) A plan to support the vision presented, including explanation and evidence of the applicant's budget and personnel capacity and commitment to execute the responsibilities of quality charter authorizing;

(c) A draft or preliminary outline of the ((~~request for proposals~~)) annual charter school application process that the applicant would, if approved as an authorizer, issue to solicit charter school applicants;

(d) A draft of the performance framework that the applicant would, if approved as an authorizer, use to guide the establishment of a charter contract and use for ongoing oversight and evaluation of charter schools;

(e) A draft of the applicant's proposed renewal, revocation, and nonrenewal processes, consistent with RCW 28A.710.190 and 28A.710.200;

(f) A statement of assurance that the applicant seeks to serve as an authorizer in fulfillment of the expectations, spirit, and intent of this chapter, and that, if approved as an authorizer, the applicant will fully participate in any authorizer training provided or required by the state; and

(g) A statement of assurance that the applicant will provide public accountability and transparency in all matters concerning charter authorizing practices, decisions, and expenditures.

(3) The state board of education shall consider the merits of each application and make its decision within the timelines established by the state board of education.

(4) Within thirty days of making a decision to approve an application under this section, the state board of education must execute a renewable authorizing contract with the ((~~entity~~)) applicant district. The initial term of an authorizing contract ((~~shall~~)) must be six years. The authorizing contract must specify each approved ((~~entity's~~)) applicant district's agreement to serve as an authorizer in accordance with the expectations of this chapter, and may specify additional performance terms based on the applicant's proposal and plan for chartering.

(5) No approved ((~~entity~~)) school district may commence charter authorizing without an authorizing contract in effect.

Sec. 110. RCW 28A.710.100 and 2013 c 2 s 210 are each reenacted and amended to read as follows:

(1) Authorizers are responsible for:

(a) Soliciting and evaluating charter applications;

(b) Approving ((~~quality~~)) charter applications that meet identified educational needs and promote a diversity of educational choices;

(c) Denying ((~~weak or inadequate~~)) charter applications that fail to meet statutory requirements, requirements of the authorizer, or both;

(d) Negotiating and executing ((~~sound~~)) charter contracts with each authorized charter school;

(e) Monitoring, in accordance with charter contract terms, the performance and legal compliance of charter schools including, without limitation, education and academic performance goals and student achievement; and

(f) Determining whether each charter contract merits renewal, nonrenewal, or revocation.

(2) An authorizer may delegate its responsibilities under this section to employees or contractors.

(3) All authorizers must develop and follow chartering policies and practices that are consistent with the principles and standards for quality charter authorizing developed by the national association of charter school authorizers in at least the following areas:

(a) Organizational capacity and infrastructure;

(b) Soliciting and evaluating charter applications;

(c) Performance contracting;

(d) Ongoing charter school oversight and evaluation; and

(e) Charter renewal decision making.

(4) Each authorizer must submit an annual report to the state board of education, according to a timeline, content, and format specified by the board((~~, which~~)) that includes:

(a) The authorizer's strategic vision for chartering and progress toward achieving that vision;

(b) The academic and financial performance of all operating charter schools ((~~overseen by the authorizer~~)) under its jurisdiction, including the progress of the charter schools based on the authorizer's performance framework;

(c) The status of the authorizer's charter school portfolio, identifying all charter schools in each of the following categories: (i) Approved but not yet open((~~,~~)); (ii) operating((~~,~~)); (iii) renewed((~~,~~)); (iv) transferred((~~,~~)); (v) revoked((~~,~~)); (vi) not renewed((~~,~~)); (vii) voluntarily closed((~~,~~)); or (viii) never opened;

(d) The authorizer's operating costs and expenses detailed in annual audited financial statements that conform with generally accepted accounting principles; and

(e) The services purchased from the authorizer by the charter schools under its jurisdiction under RCW 28A.710.110, including an itemized accounting of the actual costs of these services.

(5) Neither an authorizer, individuals who comprise the membership of an authorizer in their official capacity, nor the employees of an authorizer are liable for acts or omissions of a charter school they authorize.

(6) No employee, trustee, agent, or representative of an authorizer may simultaneously serve as an employee, trustee, agent, representative, vendor, or contractor of a charter school under the jurisdiction of that authorizer.

Sec. 111. RCW 28A.710.110 and 2013 c 2 s 211 are each reenacted and amended to read as follows:

(1) The state board of education shall establish a statewide formula for an authorizer oversight fee, which ((~~shall~~)) must be calculated as a percentage of the state operating funding ((~~allocated~~)) distributed to charter schools under RCW 28A.710.220 to each charter school under the jurisdiction of an authorizer, but may not exceed four percent of each charter school's annual funding. ((~~The office of the superintendent of public instruction shall deduct the oversight fee from each charter school's allocation under RCW 28A.710.220 and transmit the fee to the appropriate authorizer.~~))

(2) The state board of education may establish a sliding scale for the authorizer oversight fee, with the funding percentage decreasing after the authorizer has achieved a certain threshold, such as after a certain number of years of authorizing or after a certain number of charter schools have been authorized.

(3) The office of the superintendent of public instruction shall deduct the oversight fee from each charter school's distribution under RCW 28A.710.220 and transmit the fee to the appropriate authorizer.

(4) An authorizer must use its oversight fee exclusively for the purpose of fulfilling its duties under RCW 28A.710.100.

((~~(4)~~)) (5) An authorizer may provide contracted, fee-based services to charter schools under its jurisdiction that are in addition to the oversight duties under RCW 28A.710.100. An authorizer may not charge more than market rates for the contracted services provided. An authorizer may not require a charter school ((~~may not be required~~)) to purchase contracted services ((~~from~~)) provided by an authorizer. Fees collected by the authorizer under this subsection must be separately accounted for and reported annually to the state board of education.

Sec. 112. RCW 28A.710.120 and 2013 c 2 s 212 are each reenacted and amended to read as follows:

(1) The state board of education is responsible for overseeing the performance and effectiveness of all authorizers approved under RCW 28A.710.090.

(2) Persistently unsatisfactory performance of an authorizer's portfolio of charter schools, a pattern of well-founded complaints about the authorizer or its charter schools, or other objective circumstances may trigger a special review by the state board of education.

(3) In reviewing or evaluating the performance of authorizers, the state board of education must apply nationally recognized principles and standards for quality charter authorizing. Evidence of material or persistent failure by an authorizer to carry out its duties in accordance with ((~~the~~)) these principles and standards constitutes grounds for revocation of the authorizing contract by the state board of education, as provided under this section.

(4) If at any time the state board of education finds that an authorizer is not in compliance with a charter contract, its authorizing contract, or the authorizer duties under RCW 28A.710.100, the board must notify the authorizer in writing of the identified problems, and the authorizer ((~~shall~~)) must have reasonable opportunity to respond and remedy the problems.

(5) If ((~~an authorizer persists~~)), after due notice from the state board of education, an authorizer persists in violating a material provision of a charter contract or its authorizing contract, or fails to remedy other identified authorizing problems, the state board of education shall notify the authorizer, within a reasonable amount of time under the circumstances, that it intends to revoke the authorizer's chartering authority unless the authorizer demonstrates a timely and satisfactory remedy for the violation or deficiencies.

(6) In the event of revocation of any authorizer's chartering authority, the state board of education shall manage the timely and orderly transfer of each charter contract held by that authorizer to another authorizer in the state, with the mutual agreement of each affected charter school and proposed new authorizer. The new authorizer shall assume the existing charter contract for the remainder of the charter term.

(7) The state board of education must establish timelines and a process for taking actions under this section in response to performance deficiencies by an authorizer.

Sec. 113. RCW 28A.710.130 and 2013 c 2 s 213 are each reenacted and amended to read as follows:

(1)(a) Each authorizer must annually issue and broadly publicize a ((~~request~~)) solicitation for proposals for charter school applicants by the date established by the state board of education under RCW 28A.710.140.

(b) Each authorizer's ((~~request~~)) solicitation for proposals must:

(i) Present the authorizer's strategic vision for chartering, including a clear statement of any preferences the authorizer wishes to grant to applications that employ proven methods for educating at-risk students or students with special needs;

(ii) Include or otherwise direct applicants to the performance framework that the authorizer has developed for charter school oversight and evaluation in accordance with RCW 28A.710.170;

(iii) Provide the criteria that will guide the authorizer's decision to approve or deny a charter application; and

(iv) State clear, appropriately detailed questions as well as guidelines concerning the format and content essential for applicants to demonstrate the capacities necessary to establish and operate a successful charter school.

(2) A charter school application must provide or describe thoroughly all of the following elements of the proposed school plan:

(a) An executive summary;

(b) The mission and vision of the proposed charter school, including identification of the ((~~targeted~~)) student population and ((~~the~~)) community the school hopes to serve;

(c) The location or geographic area proposed for the school and the school district within which the school will be located;

(d) The grades to be served each year for the full term of the charter contract;

(e) Minimum, planned, and maximum enrollment per grade per year for the full term of the charter contract;

(f) Evidence of need and parent and community support for the proposed charter school;

(g) Background information on the proposed founding ((~~governing~~)) charter school board members and, if identified, the proposed school leadership and management team;

(h) The school's proposed calendar and sample daily schedule;

(i) A description of the academic program aligned with state standards;

(j) A description of the school's proposed instructional design, including the type of learning environment((~~;~~)), class size and structure((~~;~~)), curriculum overview((~~;~~)), and teaching methods;

(k) Evidence that the educational program is based on proven methods;

(l) The school's plan for using internal and external assessments to measure and report student progress on the performance framework developed by the authorizer in accordance with RCW 28A.710.170;

(m) The school's plans for identifying, successfully serving, and complying with applicable laws and regulations regarding students with disabilities, students who are limited English proficient, students who are struggling academically, and highly capable students;

(n) A description of cocurricular or extracurricular programs and how ((~~they~~)) those programs will be funded and delivered;

(o) Plans and timelines for student recruitment and enrollment, including targeted plans for recruiting at-risk students and including lottery procedures;

(p) The school's student discipline policies, including for special education students;

(q) An organization chart that clearly presents the school's organizational structure, including lines of authority and reporting between the governing board, staff, any related bodies such as advisory bodies or parent and teacher councils, and any external organizations that will play a role in managing the school;

(r) A clear description of the roles and responsibilities for the governing board, the school's leadership and management team, and any other entities shown in the organization chart;

(s) A staffing plan for the school's first year and for the term of the charter;

(t) Plans for recruiting and developing school leadership and staff;

(u) The school's leadership and teacher employment policies, including performance evaluation plans;

(v) Proposed governing bylaws;

(w) An explanation of proposed partnership agreement, if any, between a charter school and its school district focused on facilities, budgets, taking best practices to scale, and other items;

(x) Explanations of any other partnerships or contractual relationships central to the school's operations or mission;

(y) Plans for providing transportation, food service, and all other significant operational or ancillary services;

(z) Opportunities and expectations for parent involvement;

(aa) A detailed school start-up plan, identifying tasks, timelines, and responsible individuals;

(bb) A description of the school's financial plan and policies, including financial controls and audit requirements;

(cc) A description of the insurance coverage the school will obtain;

(dd) Start-up and five-year cash flow projections and budgets with clearly stated assumptions;

(ee) Evidence of anticipated fund-raising contributions, if claimed in the application; and

(ff) A sound facilities plan, including backup or contingency plans if appropriate.

(3) ((~~In the case of an application to establish a conversion charter school, the applicant must also demonstrate support for the proposed conversion by a petition signed by a majority of teachers assigned to the school or a petition signed by a majority of parents of students in the school.~~

~~(4) In the case of an application where the proposed charter school~~)) If an applicant intends to contract with a nonprofit education service provider for substantial educational services, management services, or both, the applicant must:

(a) Provide evidence of the nonprofit education service provider's success in serving student populations similar to the targeted population, including demonstrated academic achievement as well as successful management of nonacademic school functions if applicable;

(b) Provide a term sheet setting forth: (i) The proposed duration of the service contract; (ii) the roles and responsibilities of the governing board, the school staff, and the service provider; (iii) the scope of services and resources to be provided by the service provider; (iv) performance evaluation measures and timelines; (v) the

compensation structure, including clear identification of all fees to be paid to the service provider; (vi) methods of contract oversight and enforcement; (vii) investment disclosure; and (viii) conditions for renewal and termination of the contract; and

(c) Disclose and explain any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.

((~~(5) In the case of an application from~~)) (4) If an applicant ((~~that~~)) operates one or more schools in any state or nation, the applicant must provide evidence of ((~~past~~)) the performance of those schools, including evidence of the applicant's success in serving at-risk students, and capacity for growth.

((~~(6)~~)) (5) Applicants may submit a proposal for a particular ((~~public~~)) charter public school to no more than one authorizer at a time.

Sec. 114. RCW 28A.710.140 and 2013 c 2 s 214 are each reenacted and amended to read as follows:

(1) The state board of education must establish an annual statewide timeline for charter application submission and approval or denial((~~, which~~)) that must be followed by all authorizers.

(2) In reviewing and evaluating charter applications, authorizers shall employ procedures, practices, and criteria consistent with nationally recognized principles and standards for quality charter authorizing. Authorizers shall give preference to applications for charter schools that are designed to enroll and serve at-risk student populations((~~: PROVIDED, That~~)). However, nothing in this chapter may be construed as intended to limit the establishment of charter schools to those that serve a substantial portion of at-risk students, or to in any manner restrict, limit, or discourage the establishment of charter schools that enroll and serve other pupil populations under a nonexclusive, nondiscriminatory admissions policy. The application review process must include thorough evaluation of each application, an in-person interview with the applicant group, and an opportunity to learn about and provide input on each application in a public forum including, without limitation, parents, community members, local residents, and school district board members and staff((~~, to learn about and provide input on each application~~)).

(3) In deciding whether to approve an application, authorizers must:

(a) Grant charters only to applicants that have demonstrated competence in each element of the authorizer's published approval criteria and are likely to open and operate a successful ((~~public~~)) charter public school;

(b) Base decisions on documented evidence collected through the application review process;

(c) Follow charter-granting policies and practices that are transparent and based on merit; and

(d) Avoid any conflicts of interest, whether real or apparent.

(4) An approval decision may include, if appropriate, reasonable conditions that the charter applicant must meet before a charter contract may be executed.

(5) For any denial of an application, the authorizer shall clearly state in writing its reasons for denial. A denied applicant may subsequently reapply to that authorizer or apply to another authorizer in the state.

Sec. 115. RCW 28A.710.150 and 2013 c 2 s 215 are each reenacted and amended to read as follows:

(1) A maximum of forty ((~~public~~)) charter public schools may be established under this chapter((~~,~~)) over ((~~a~~)) the five-year period commencing with the effective date of this section. No more than eight charter schools may be established in any ((~~single~~)) year during the five-year period, except that if in any ((~~single~~)) year fewer than eight charter schools are established, ((~~then~~)) additional charter schools, equal in number to the difference between the number established in that year and eight, may be established in subsequent years during the five-year period.

(2)(a) To ensure compliance with the limits for establishing new charter schools, certification from the state board of education must be obtained before final authorization of a charter school.

(b) Within ten days of taking action to approve or deny an application under RCW 28A.710.140, an authorizer must submit a report of the action to the applicant and ((~~to~~)) the state board of education((~~, which~~)). The report must include a copy of the authorizer's resolution setting forth the action taken, the reasons for the decision, and assurances of compliance with the procedural requirements and application elements under RCW 28A.710.130 and

28A.710.140. The authorizer must also indicate whether the charter school is designed to enroll and serve at-risk student populations. The state board of education must establish, for each year in which charter schools may be authorized as part of the timeline to be established pursuant to RCW 28A.710.140, the ((~~last~~)) latest annual date by which the authorizer ((~~must~~)) may submit the report. The state board of education must send to each authorizer notice of the date ((~~to each authorizer no later than~~)) by which a report must be submitted at least six months before the date established by the board.

(3) Upon the receipt of notice from an authorizer that a charter school has been approved, the state board of education shall certify whether the approval is in compliance with the limits on the maximum number of charters allowed under subsection (1) of this section. If the board receives simultaneous notification of approved charters that exceed the annual allowable limits in subsection (1) of this section, the board must select approved charters for implementation through a lottery process, and must assign implementation dates accordingly.

(4) The state board of education must notify authorizers when the maximum allowable number of charter schools has been reached.

Sec. 116. RCW 28A.710.160 and 2013 c 2 s 216 are each reenacted and amended to read as follows:

(1) The purposes of the charter application submitted under RCW 28A.710.130 are to present the proposed charter school's academic and operational vision and plans, and to demonstrate and provide the authorizer with a clear basis for evaluating the applicant's capacities to execute the proposed vision and plans. An approved charter application does not serve as the school's charter contract.

(2) Within ninety days of approval of a charter application, the authorizer and the governing board of the approved charter school must execute a charter contract. The contract must establish the terms by which((~~, fundamentally,~~)) the ((~~public~~)) charter school agrees to provide educational services that, at a minimum, meet basic education standards, in return for ((~~an allocation~~)) a distribution of public funds ((~~to~~)) that will be used for ((~~such~~)) the purposes ((~~all as set forth~~)) established in the contract and in this and other applicable statutes ((~~and in the charter contract~~)). The charter contract must clearly set forth the academic and operational

performance expectations and measures by which the charter school will be ((~~judged~~)) evaluated and the administrative relationship between the authorizer and charter school, including each party's rights and duties. The performance expectations and measures set forth in the charter contract must include, but need not be limited to, applicable federal and state accountability requirements. The performance provisions may be refined or amended by mutual agreement after the charter school is operating and has collected baseline achievement data for its enrolled students.

(3) If the charter school is authorized by a school district board of directors, the charter contract must be signed by the president of the applicable school district board of directors ((~~if the school district board of directors is the authorizer or the chair of the commission if the commission is the authorizer and by~~)) and the president of the charter school board. If the charter school is authorized by the commission, the charter contract must be signed by the chair of the commission and the president of the charter school board. Within ten days of executing a charter contract, the authorizer must submit to the state board of education written notification of the charter contract execution, including a copy of the executed charter contract and any attachments.

(4) A charter contract may govern one or more charter schools to the extent approved by the authorizer. A single charter school board may hold one or more charter contracts. However, each charter school that is part of a charter contract must be separate and distinct from any others and, for purposes of calculating the maximum number of charter schools that may be established under this chapter, each charter school must be considered a single charter school regardless of how many charter schools are governed under a particular charter contract.

(5) An initial charter contract must be granted for a term of five operating years. The contract term must commence on the charter school's first day of operation. An approved charter school may delay its opening for one school year in order to plan and prepare for the school's opening. If the school requires an opening delay of more than one school year, the school must request an extension from its authorizer. The authorizer may grant or deny the contract extension depending on the school's circumstances.

(6) Authorizers ((~~may~~)) shall establish reasonable preopening requirements or conditions to monitor the start-up progress of newly

approved charter schools ((~~and~~)), ensure that they are prepared to open smoothly on the date agreed, and ((~~to~~)) ensure that each school meets all building, health, safety, insurance, and other legal requirements for school opening.

(7) No charter school may commence operations without a charter contract executed in accordance with this section.

(8) In accordance with section 140(3) of this act:

(a) The state board of education must take reasonable and necessary steps to provide parties to contracts entered into under or in accordance with chapter 2, Laws of 2013 that were in effect or that had been executed on or before December 1, 2015, with an opportunity to execute new contracts with the same terms and duration or substantially the same terms and duration as were in effect on December 1, 2015; and

(b) Each authorizer must take reasonable and necessary steps to provide parties to contracts entered into under or in accordance with chapter 2, Laws of 2013 that were in effect or that had been executed on or before December 1, 2015, with an opportunity to execute new contracts with the same terms and duration or substantially the same terms and duration as were in effect on December 1, 2015.

(9) Contracts executed pursuant to subsection (8) of this section do not count against the annual cap established in RCW 28A.710.150(1).

(10) For purposes of this section, "substantially the same terms and duration" includes contract modifications necessary to comply with the provisions of this chapter or other applicable law.

Sec. 117. RCW 28A.710.170 and 2013 c 2 s 217 are each reenacted and amended to read as follows:

(1) The performance provisions within a charter contract must be based on a performance framework that clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide an authorizer's evaluations of ((~~each~~)) a charter school within its jurisdiction.

(2) At a minimum, the performance framework must include indicators, measures, and metrics for:

(a) Student academic proficiency;

(b) Student academic growth;

(c) Achievement gaps in both proficiency and growth between major student subgroups;

(d) Attendance;

(e) Recurrent enrollment from year to year;

(f) High school graduation rates and student postsecondary readiness((~~, for high schools~~));

(g) Financial performance and sustainability; and

(h) Charter school board performance and stewardship, including compliance with all applicable laws, rules, and terms of the charter contract.

(3) Annual performance targets must be set by each charter school in conjunction with its authorizer and must be designed to help each school meet applicable federal, state, and authorizer expectations.

(4) The authorizer and charter school may also include additional rigorous, valid, and reliable indicators in the performance framework to augment external evaluations of the charter school's performance.

(5) The performance framework must require the disaggregation of all student performance data by major student subgroups, including gender, race and ethnicity, poverty status, special education status, English language learner status, and highly capable status.

(6) Multiple schools operating under a single charter contract or overseen by a single charter school board must report their performance as separate schools, and each school shall be held independently accountable for its performance.

Sec. 118. RCW 28A.710.180 and 2013 c 2 s 218 are each reenacted and amended to read as follows:

(1) Each authorizer must continually monitor the performance and legal compliance of the charter schools ((~~it oversees~~)) under its jurisdiction, including collecting and analyzing data to support ongoing evaluation according to the performance framework in the charter contract.

(2) An authorizer may conduct or require oversight activities that enable the authorizer to fulfill its responsibilities under this chapter, including conducting appropriate inquiries and investigations, ((~~so long as~~)) if those activities are consistent with the intent of this chapter, adhere to the terms of the charter contract, and do not unduly inhibit the autonomy granted to charter schools.

(3) In the event that a charter school's performance or legal compliance appears unsatisfactory, the authorizer must promptly notify the school of the perceived problem and provide reasonable

opportunity for the school to remedy the problem((~~, unless~~)). However, if the problem warrants revocation ((~~in which case~~)) of the charter contract, the revocation procedures under RCW 28A.710.200 apply.

(4) An authorizer may take appropriate corrective actions or exercise sanctions short of revocation in response to apparent deficiencies in charter school performance or legal compliance. ((~~Such~~)) These actions or sanctions may include, if warranted, requiring a school to develop and execute a corrective action plan within a specified time frame.

Sec. 119. RCW 28A.710.190 and 2013 c 2 s 219 are each reenacted and amended to read as follows:

(1) A charter contract may be renewed by the authorizer, at the request of the charter school, for successive five-year terms((~~, although~~)). The authorizer, however, may vary the term based on the performance, demonstrated capacities, and particular circumstances of a charter school, and may grant renewal with specific conditions for necessary improvements to a charter school.

(2) No later than six months before the expiration of a charter contract, the authorizer must issue a performance report and charter contract renewal application guidance to ((~~that~~)) the charter school. The performance report must summarize the charter school's performance record to date based on the data required by the charter contract, and must provide notice of any weaknesses or concerns perceived by the authorizer concerning the charter school that may, if not timely rectified, jeopardize its position in seeking renewal ((~~if not timely rectified~~)). The charter school has thirty days to respond to the performance report and submit any corrections or clarifications for the report.

(3) The renewal application guidance must, at a minimum, provide an opportunity for the charter school to:

(a) Present additional evidence, beyond the data contained in the performance report, supporting its case for charter contract renewal;

(b) Describe improvements undertaken or planned for the school; and

(c) Detail the school's plans for the next charter contract term.

(4) The renewal application guidance must include or refer explicitly to the criteria that will guide the authorizer's renewal

decisions, ((~~which shall~~)) and this criteria must be based on the performance framework set forth in the charter contract.

(5) In making charter renewal decisions, an authorizer must:

(a) ((~~Ground~~)) Base its decisions in evidence of the school's performance over the term of the charter contract in accordance with the performance framework set forth in the charter contract;

(b) Ensure that data used in making renewal decisions are available to the school and the public; and

(c) Provide a public report summarizing the evidence basis for its decision.

Sec. 120. RCW 28A.710.200 and 2013 c 2 s 220 are each reenacted and amended to read as follows:

(1) An authorizer may revoke a charter contract ((~~may be revoked~~)) at any time, or ((~~not renewed~~)) may refuse to renew it, if the authorizer determines that the charter school did any of the following or otherwise failed to comply with the provisions of this chapter:

(a) Committed a material and substantial violation of any of the terms, conditions, standards, or procedures required under this chapter or the charter contract;

(b) Failed to meet or make sufficient progress toward the performance expectations set forth in the charter contract;

(c) Failed to meet generally accepted standards of fiscal management; or

(d) Substantially violated any material provision of law from which the charter school is not exempt.

(2) Except as provided otherwise by this subsection (2), an authorizer may not renew a charter contract ((~~may not be renewed~~)) if, at the time of the renewal application, the charter school's performance falls in the bottom quartile of schools on the ((~~accountability~~)) Washington achievement index developed by the state board of education under RCW 28A.657.110((~~, unless~~)). A contract may be renewed without violating this subsection (2), however, if the charter school demonstrates exceptional circumstances that the authorizer finds justifiable.

(3) Each authorizer must develop revocation and nonrenewal processes that:

(a) Provide the charter school board with a timely notification of the prospect of and reasons for revocation or nonrenewal;

(b) Allow the charter school board a reasonable amount of time in which to prepare a response;

(c) Provide the charter school board with an opportunity, at a recorded public proceeding held for that purpose, to submit documents and give testimony challenging the rationale for closure and in support of the continuation of the school ((~~at a recorded public proceeding held for that purpose~~));

(d) Allow the charter school board to be represented by counsel and to call witnesses on its behalf; and

(e) After a reasonable period for deliberation, require a final determination to be made and conveyed in writing to the charter school board.

(4) If an authorizer revokes or does not renew a charter contract, the authorizer must clearly state in a resolution the reasons for the revocation or nonrenewal.

(5) Within ten days of taking action to renew, not renew, or revoke a charter contract, an authorizer must submit a report of the action to the ((~~applicant~~)) charter school and ((~~to~~)) the state board of education((~~, which~~)). The report must include a copy of the authorizer's resolution setting forth the action taken, the reasons for the decision, and assurances of compliance with the procedural requirements established by the authorizer under this section.

Sec. 121. RCW 28A.710.210 and 2013 c 2 s 221 are each reenacted and amended to read as follows:

(1) Before making a decision to not renew or to revoke a charter contract, an authorizer((~~s~~)) must develop a charter school termination protocol to ensure timely notification to parents, orderly transition of students and student records to new schools, as necessary, and proper disposition of public school funds, property, and assets. The protocol must specify tasks, timelines, and responsible parties, including delineating the respective duties of the charter school and the authorizer.

(2) ((~~In the event that~~)) If the nonprofit corporation ((~~applicant~~)) operator of a charter school should dissolve for any reason including, without limitation, because of the termination of the charter contract, the public school funds of the charter school that have been provided pursuant to RCW 28A.710.220 must be returned to the state or local account from which the public funds originated. If the charter school has commingled the funds, the funds must be

returned in proportion to the proportion of those funds received by the charter school from the public accounts in the last year preceding the dissolution. The dissolution of ((~~an applicant~~)) a nonprofit corporation shall otherwise proceed as provided by law.

(3) A charter contract may not be transferred from one authorizer to another or from one charter school ((~~applicant~~)) to another before the expiration of the charter contract term except by petition to the state board of education by the charter school or its authorizer. The state board of education must review such petitions on a case-by-case basis and may grant transfer requests in response to special circumstances and evidence that such a transfer would serve the best interests of the charter school's students.

Sec. 122. RCW 28A.710.220 and 2013 c 2 s 222 are each reenacted and amended to read as follows:

(1) Charter schools must 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. Charter schools must comply with applicable reporting requirements to receive state or federal funding that is ((~~allocated~~)) distributed based on student characteristics.

(2) ((~~According to the schedule established under RCW 28A.510.250, the superintendent of public instruction shall allocate funding for a charter school including general apportionment, special education, categorical, and other nonbasic education moneys. Allocations must be based on the statewide average staff mix ratio of all noncharter public schools from the prior school year and the school's actual full-time equivalent enrollment. Categorical funding must be allocated to a charter school based on the same funding criteria used for noncharter public schools and the funds must be expended as provided in the charter contract. A charter school is eligible to apply for state grants on the same basis as a school district~~)) In accordance with appropriations made under sections 127 and 128 of this act, the superintendent of public instruction shall distribute state funding to charter schools according to the schedule established in RCW 28A.510.250.

(3) ((~~Allocations for pupil transportation must be calculated on a per student basis based on the allocation for the previous school year to the school district in which the charter school is located. A charter school may enter into a contract with a school district or~~

~~other public or private entity to provide transportation for the students of the school.~~

~~(4)~~)) Amounts ((~~payable~~)) distributed to a charter school under ((~~this~~)) section 128 of this act in the school's first year of operation must be based on the projections of first-year student enrollment established in the charter contract. The office of the superintendent of public instruction must reconcile the amounts ((~~paid~~)) distributed in the first year of operation to the amounts that would have been ((~~paid~~)) distributed based on actual student enrollment and make adjustments to the charter school's ((~~allocations~~)) distributions over the course of the second year of operation.

((~~(5) For charter schools authorized by a school district board of directors, allocations to a charter school that are included in RCW 84.52.0531(3) (a) through (c) shall be included in the levy planning, budgets, and funding distribution in the same manner as other public schools in the district.~~

~~(6) Conversion charter schools are eligible for local levy moneys approved by the voters before the conversion start-up date of the school as determined by the authorizer, and the school district must allocate levy moneys to a conversion charter school.~~

~~(7) New charter schools are not eligible for local levy moneys approved by the voters before the start-up date of the school unless the local school district is the authorizer.~~

~~(8) For levies submitted to voters after the start-up date of a charter school authorized under this chapter, the charter school must be included in levy planning, budgets, and funding distribution in the same manner as other public schools in the district.~~

~~(9)~~)) (4) Any moneys received by a charter school from any source and remaining in the school's accounts at the end of ((~~any~~)) a budget year ((~~shall~~)) must remain in the school's accounts for use by the school during subsequent budget years.

Sec. 123. RCW 28A.710.230 and 2013 c 2 s 223 are each reenacted and amended to read as follows:

(1) Charter schools are eligible for state ((~~matching funds~~)) funding for ((~~common~~)) school construction. However, such appropriations may not be made from the common school construction fund.

(2) ((A)) If a school district decides to sell or lease the public school facility or property pursuant to RCW 28A.335.040 or 28A.335.120, a charter school ((~~has~~)) located within the boundaries of the district has a right of first refusal to purchase or lease at ((~~or below~~)) fair market value a closed public school facility or property or unused portions of a public school facility or property ((~~located in a school district from which it draws its students if the school district decides to sell or lease the public school facility or property pursuant to RCW 28A.335.040 or 28A.335.120~~)) by negotiated agreement with mutual consideration. The consideration may include the provision of educational services by the charter school.

(3) A charter school may negotiate and contract with a school district, the governing body of a public college or university, or any other public or private entity for the use of a facility for a school building at ((~~or below~~)) fair market rent.

(4) Public libraries, community service organizations, museums, performing arts venues, theaters, and public or private colleges and universities may provide space to charter schools within their facilities under their preexisting zoning and land use designations.

((~~(5) A conversion charter school as part of the consideration for providing educational services under the charter contract may continue to use its existing facility without paying rent to the school district that owns the facility. The district remains responsible for major repairs and safety upgrades that may be required for the continued use of the facility as a public school. The charter school is responsible for routine maintenance of the facility including, but not limited to, cleaning, painting, gardening, and landscaping. The charter contract of a conversion charter school using existing facilities that are owned by its school district must include reasonable and customary terms regarding the use of the existing facility that are binding upon the school district.~~))

Sec. 124. RCW 28A.710.240 and 2013 c 2 s 224 are each reenacted to read as follows:

Years of service in a charter school by certificated instructional staff shall be included in the years of service calculation for purposes of the statewide salary allocation schedule under RCW 28A.150.410. This section does not require a charter school

to pay a particular salary to its staff while the staff is employed by the charter school.

Sec. 125. RCW 28A.710.250 and 2013 c 2 s 225 are each reenacted and amended to read as follows:

(1) By December 1st of each year beginning in the first year after there have been charter schools operating for a full school year, the state board of education, in collaboration with the commission, must issue ((~~an annual~~)) a report on the performance of the state's charter schools ((~~for~~)) during the preceding school year to the governor, the legislature, and the public at large.

(2) The annual report must be based on the reports submitted by each authorizer as well as any additional relevant data compiled by the state board of education. The report must include a comparison of the performance of charter school students with the performance of academically, ethnically, and economically comparable groups of students in ((~~noncharter~~)) other public schools. In addition, the annual report must include the state board of education's assessment of the successes, challenges, and areas for improvement in meeting the purposes of this chapter, including the board's assessment of the sufficiency of funding for charter schools, the efficacy of the formula for authorizer funding, and any suggested changes in state law or policy necessary to strengthen the state's charter schools.

(3) Together with the issuance of the annual report following the fifth year after there have been charter schools operating for a full school year, the state board of education, in collaboration with the commission, shall submit a recommendation regarding whether or not the legislature should authorize the establishment of additional ((~~public~~)) charter public schools.

Sec. 126. RCW 28A.710.260 and 2014 c 221 s 911 are each reenacted to read as follows:

The charter schools oversight account is hereby created in the state treasury. All moneys received by the commission under RCW 28A.710.110 must be deposited into the account. Moneys in the account may be spent only after appropriation. Expenditures from the account may be used only for the purposes of this chapter.

NEW SECTION. **Sec. 127.** A new section is added to chapter 28A.710 RCW to read as follows:

The state legislature shall, at each regular session in an odd-numbered year, appropriate from the Washington opportunity pathways account for the current use of charter public schools amounts as determined in accordance with section 128 of this act, and amounts authorized under RCW 28A.710.230(1), for state support to charter schools during the ensuing biennium.

NEW SECTION. **Sec. 128.** A new section is added to chapter 28A.710 RCW to read as follows:

(1) The legislature intends that state funding for charter schools be distributed equitably with state funding provided for other public schools.

(2) For eligible students enrolled in a charter school established and operating in accordance with this chapter, the superintendent of public instruction shall transmit to each charter school an amount calculated as provided in this section and based on the statewide average staff mix factor for certificated instructional staff, including any enrichment to those statutory formulae that is specified in the omnibus appropriations act. The amount must be the sum of (a) and (b) of this subsection, as applicable.

(a) The superintendent shall, for purposes of making distributions under this section, separately calculate and distribute to charter schools moneys appropriated for general apportionment under the same ratios as in RCW 28A.150.260.

(b) The superintendent also shall, for purposes of making distributions under this section, and in accordance with the applicable formulae for categorical programs specified in (b)(i) through (v) of this subsection (2) and any enrichment to those statutory formulae that is specified in the omnibus appropriations act, separately calculate and distribute moneys appropriated by the legislature to charter schools for:

(i) Supplemental instruction and services for underachieving students through the learning assistance program under RCW 28A.165.005 through 28A.165.065;

(ii) Supplemental instruction and services for eligible and enrolled students and exited students whose primary language is other than English through the transitional bilingual instruction program under RCW 28A.180.010 through 28A.180.080;

(iii) The opportunity for an appropriate education at public expense as defined by RCW 28A.155.020 for all eligible students with disabilities as defined in RCW 28A.155.020;

(iv) Programs for highly capable students under RCW 28A.185.010 through 28A.185.030; and

(v) Pupil transportation services to and from school in accordance with RCW 28A.160.150 through 28A.160.180. Distributions for pupil transportation must be calculated on a per eligible student basis based on the allocation for the previous school year to the school district in which the charter school is located.

(3) The superintendent of public instruction must adopt rules necessary for the distribution of funding required by this section and to comply with federal reporting requirements.

NEW SECTION. **Sec. 129.** A new section is added to chapter 28A.710 RCW to read as follows:

(1) The eligibility of a charter school student to participate in interschool athletic activities or other interschool extracurricular activities governed by the Washington interscholastic activities association is subject to rules adopted by the Washington interscholastic activities association. The rules must provide that, unless approved by a nonresident school district or the Washington interscholastic activities association, a student attending a charter school may only participate in interschool athletic activities or other interschool extracurricular activities offered by the student's resident school district.

(2) A proposal by a charter school to regulate the conduct of interschool athletic activities or other interschool extracurricular activities governed by the Washington interscholastic activities association is subject to rules adopted by the Washington interscholastic activities association.

(3) The rules adopted by the Washington interscholastic activities association under this section must provide that it is the responsibility of the charter school to pay the full cost, minus any student participation fee, for any student who participates in interschool athletic activities or other interschool extracurricular activities governed by the Washington interscholastic activities association.

NEW SECTION. **Sec. 130.** A new section is added to chapter 28A.710 RCW to read as follows:

(1) Members of the commission must file personal financial affairs statements with the public disclosure commission.

(2) Members of a charter school board must file personal financial affairs statements with the public disclosure commission.

Sec. 131. RCW 28A.150.010 and 2013 c 2 s 301 are each reenacted and amended to read as follows:

Public schools means the common schools as referred to in Article IX of the state Constitution, ((~~including~~)) charter schools established under chapter 28A.710 RCW, and those schools and institutions of learning having a curriculum below the college or university level as now or may be established by law and maintained at public expense.

Sec. 132. RCW 28A.315.005 and 2013 c 2 s 302 are each reenacted and amended to read as follows:

(1) Under the constitutional framework and the laws of the state of Washington, the governance structure for the state's public common school system is comprised of the following bodies: The legislature, the governor, the superintendent of public instruction, the state board of education, ((~~the Washington charter school commission,~~)) the educational service district boards of directors, and local school district boards of directors. The respective policy and administrative roles of each body are determined by the state Constitution and statutes.

(2) Local school districts are political subdivisions of the state and the organization of such districts, including the powers, duties, and boundaries thereof, may be altered or abolished by laws of the state of Washington.

Sec. 133. RCW 41.32.033 and 2013 c 2 s 303 are each reenacted to read as follows:

This section designates charter schools established under chapter 28A.710 RCW as employers and charter school employees as members, and applies only if the department of retirement systems receives determinations from the internal revenue service and the United States department of labor that participation does not jeopardize the status of these retirement systems as governmental plans under the

federal employees' retirement income security act and the internal revenue code.

Sec. 134. RCW 41.35.035 and 2013 c 2 s 304 are each reenacted to read as follows:

This section designates charter schools established under chapter 28A.710 RCW as employers and charter school employees as members, and applies only if the department of retirement systems receives determinations from the internal revenue service and the United States department of labor that participation does not jeopardize the status of these retirement systems as governmental plans under the federal employees' retirement income security act and the internal revenue code.

Sec. 135. RCW 41.40.025 and 2013 c 2 s 305 are each reenacted to read as follows:

This section designates charter schools established under chapter 28A.710 RCW as employers and charter school employees as members, and applies only if the department of retirement systems receives determinations from the internal revenue service and the United States department of labor that participation does not jeopardize the status of these retirement systems as governmental plans under the federal employees' retirement income security act and the internal revenue code.

Sec. 136. RCW 41.05.011 and 2015 c 116 s 2 are each reenacted to read as follows:

The definitions in this section apply throughout this chapter unless the context clearly requires otherwise.

(1) "Authority" means the Washington state health care authority.

(2) "Board" means the public employees' benefits board established under RCW 41.05.055.

(3) "Dependent care assistance program" means a benefit plan whereby state and public employees may pay for certain employment related dependent care with pretax dollars as provided in the salary reduction plan under this chapter pursuant to 26 U.S.C. Sec. 129 or other sections of the internal revenue code.

(4) "Director" means the director of the authority.

(5) "Emergency service personnel killed in the line of duty" means law enforcement officers and firefighters as defined in RCW

41.26.030, members of the Washington state patrol retirement fund as defined in RCW 43.43.120, and reserve officers and firefighters as defined in RCW 41.24.010 who die as a result of injuries sustained in the course of employment as determined consistent with Title 51 RCW by the department of labor and industries.

(6) "Employee" includes all employees of the state, whether or not covered by civil service; elected and appointed officials of the executive branch of government, including full-time members of boards, commissions, or committees; justices of the supreme court and judges of the court of appeals and the superior courts; and members of the state legislature. Pursuant to contractual agreement with the authority, "employee" may also include: (a) Employees of a county, municipality, or other political subdivision of the state and members of the legislative authority of any county, city, or town who are elected to office after February 20, 1970, if the legislative authority of the county, municipality, or other political subdivision of the state seeks and receives the approval of the authority to provide any of its insurance programs by contract with the authority, as provided in RCW 41.04.205 and 41.05.021(1)(g); (b) employees of employee organizations representing state civil service employees, at the option of each such employee organization, and, effective October 1, 1995, employees of employee organizations currently pooled with employees of school districts for the purpose of purchasing insurance benefits, at the option of each such employee organization; (c) employees of a school district if the authority agrees to provide any of the school districts' insurance programs by contract with the authority as provided in RCW 28A.400.350; (d) employees of a tribal government, if the governing body of the tribal government seeks and receives the approval of the authority to provide any of its insurance programs by contract with the authority, as provided in RCW 41.05.021(1) (f) and (g); (e) employees of the Washington health benefit exchange if the governing board of the exchange established in RCW 43.71.020 seeks and receives approval of the authority to provide any of its insurance programs by contract with the authority, as provided in RCW 41.05.021(1) (g) and (n); and (f) employees of a charter school established under chapter 28A.710 RCW. "Employee" does not include: Adult family home providers; unpaid volunteers; patients of state hospitals; inmates; employees of the Washington state convention and trade center as provided in RCW 41.05.110; students of institutions of higher education as determined by their institution;

and any others not expressly defined as employees under this chapter or by the authority under this chapter.

(7) "Employer" means the state of Washington.

(8) "Employer group" means those counties, municipalities, political subdivisions, the Washington health benefit exchange, tribal governments, school districts, and educational service districts, and employee organizations representing state civil service employees, obtaining employee benefits through a contractual agreement with the authority.

(9) "Employing agency" means a division, department, or separate agency of state government, including an institution of higher education; a county, municipality, school district, educational service district, or other political subdivision; charter school; and a tribal government covered by this chapter.

(10) "Faculty" means an academic employee of an institution of higher education whose workload is not defined by work hours but whose appointment, workload, and duties directly serve the institution's academic mission, as determined under the authority of its enabling statutes, its governing body, and any applicable collective bargaining agreement.

(11) "Flexible benefit plan" means a benefit plan that allows employees to choose the level of health care coverage provided and the amount of employee contributions from among a range of choices offered by the authority.

(12) "Insuring entity" means an insurer as defined in chapter 48.01 RCW, a health care service contractor as defined in chapter 48.44 RCW, or a health maintenance organization as defined in chapter 48.46 RCW.

(13) "Medical flexible spending arrangement" means a benefit plan whereby state and public employees may reduce their salary before taxes to pay for medical expenses not reimbursed by insurance as provided in the salary reduction plan under this chapter pursuant to 26 U.S.C. Sec. 125 or other sections of the internal revenue code.

(14) "Participant" means an individual who fulfills the eligibility and enrollment requirements under the salary reduction plan.

(15) "Plan year" means the time period established by the authority.

(16) "Premium payment plan" means a benefit plan whereby state and public employees may pay their share of group health plan

premiums with pretax dollars as provided in the salary reduction plan under this chapter pursuant to 26 U.S.C. Sec. 125 or other sections of the internal revenue code.

(17) "Retired or disabled school employee" means:

(a) Persons who separated from employment with a school district or educational service district and are receiving a retirement allowance under chapter 41.32 or 41.40 RCW as of September 30, 1993;

(b) Persons who separate from employment with a school district, educational service district, or charter school on or after October 1, 1993, and immediately upon separation receive a retirement allowance under chapter 41.32, 41.35, or 41.40 RCW;

(c) Persons who separate from employment with a school district, educational service district, or charter school due to a total and permanent disability, and are eligible to receive a deferred retirement allowance under chapter 41.32, 41.35, or 41.40 RCW.

(18) "Salary" means a state employee's monthly salary or wages.

(19) "Salary reduction plan" means a benefit plan whereby state and public employees may agree to a reduction of salary on a pretax basis to participate in the dependent care assistance program, medical flexible spending arrangement, or premium payment plan offered pursuant to 26 U.S.C. Sec. 125 or other sections of the internal revenue code.

(20) "Seasonal employee" means an employee hired to work during a recurring, annual season with a duration of three months or more, and anticipated to return each season to perform similar work.

(21) "Separated employees" means persons who separate from employment with an employer as defined in:

(a) RCW 41.32.010(17) on or after July 1, 1996; or

(b) RCW 41.35.010 on or after September 1, 2000; or

(c) RCW 41.40.010 on or after March 1, 2002;

and who are at least age fifty-five and have at least ten years of service under the teachers' retirement system plan 3 as defined in RCW 41.32.010(33), the Washington school employees' retirement system plan 3 as defined in RCW 41.35.010, or the public employees' retirement system plan 3 as defined in RCW 41.40.010.

(22) "State purchased health care" or "health care" means medical and health care, pharmaceuticals, and medical equipment purchased with state and federal funds by the department of social and health services, the department of health, the basic health plan, the state health care authority, the department of labor and industries, the

department of corrections, the department of veterans affairs, and local school districts.

(23) "Tribal government" means an Indian tribal government as defined in section 3(32) of the employee retirement income security act of 1974, as amended, or an agency or instrumentality of the tribal government, that has government offices principally located in this state.

Sec. 137. RCW 41.56.0251 and 2013 c 2 s 307 are each reenacted to read as follows:

In addition to the entities listed in RCW 41.56.020, this chapter applies to any charter school established under chapter 28A.710 RCW. Any bargaining unit or units established at the charter school must be limited to employees working in the charter school and must be separate from other bargaining units in school districts, educational service districts, or institutions of higher education. Any charter school established under chapter 28A.710 RCW is a separate employer from any school district, including the school district in which it is located.

Sec. 138. RCW 41.59.031 and 2013 c 2 s 308 are each reenacted to read as follows:

This chapter applies to any charter school established under chapter 28A.710 RCW. Any bargaining unit or units established at the charter school must be limited to employees working in the charter school and must be separate from other bargaining units in school districts, educational service districts, or institutions of higher education. Any charter school established under chapter 28A.710 RCW is a separate employer from any school district, including the school district in which it is located.

NEW SECTION. **Sec. 139.** RCW 28A.710.005 (Findings——2013 c 2) and 2013 c 2 s 101 are each repealed.

NEW SECTION. **Sec. 140.** (1) Sections 101 through 139 of this act are remedial and curative in nature and apply to the Washington state charter school commission, school district authorizers, and charter schools established before the effective date of this section.

(2) The Washington state charter school commission and school district authorizers, and actions related to their establishment and

operation that were in compliance with the laws of the state of Washington before the effective date of this section, or that substantially complied with the provisions of this act before its effective date, are declared to be valid.

(3) Contracts entered into under or in accordance with chapter 2, Laws of 2013 that were in effect on December 1, 2015, may, with the agreement of all parties and within sixty days after the effective date of this section, be executed as new contracts with the same terms and duration or substantially the same terms and duration as were in effect on December 1, 2015. For purposes of this section, "substantially the same terms and duration" includes contract modifications necessary to comply with the provisions of chapter . . ., Laws of 2016 (this act) or other applicable law.

(4) Nothing in this section entitles a charter school to retroactive payments under chapter . . ., Laws of 2016 (this act) for services that were rendered after December 1, 2015, and before execution of new contracts pursuant to subsection (3) of this section.

PART II
WASHINGTON OPPORTUNITY PATHWAYS ACCOUNT

Sec. 201. RCW 28B.76.526 and 2010 1st sp.s. c 27 s 2 are each amended to read as follows:

The Washington opportunity pathways account is created in the state treasury. Expenditures from the account may be used only for programs in chapter 28A.710 RCW (charter schools), chapter 28B.12 RCW (state work-study), chapter 28B.50 RCW (opportunity grant), RCW 28B.76.660 (Washington scholars award), RCW 28B.76.670 (Washington award for vocational excellence), chapter 28B.92 RCW (state need grant program), ((~~chapter 28B.101 RCW (educational opportunity grant),~~)) chapter 28B.105 RCW (GET ready for math and science scholarship), chapter 28B.117 RCW (passport to college promise), chapter 28B.118 RCW (college bound scholarship), chapter 28B.119 RCW (Washington promise scholarship), and chapter 43.215 RCW (early childhood education and assistance program)((~~, and RCW 43.330.280 (recruitment of entrepreneurial researchers, innovation partnership zones and research teams)~~)).

PART III

MISCELLANEOUS PROVISIONS

NEW SECTION. **Sec. 301.** If any provision of this act or its application to any person or circumstance is held invalid, the remainder of the act or the application of the provision to other persons or circumstances is not affected.

NEW SECTION. **Sec. 302.** This act is necessary for the immediate preservation of the public peace, health, or safety, or support of the state government and its existing public institutions, and takes effect immediately.

--- END ---

Appendix F:2: Washington Charter Sector History

Washington Charter Sector History	
1996	Statewide charter school ballot initiative defeated
2000	Statewide charter school ballot initiative defeated – again
2004	Spring – HB 2295, a bill authorizing charter schools, passed and signed into law by the governor. Winter – R-55, a statewide charter school ballot veto referendum passed, vetoing HB 2295.
2012	Winter – Initiative 1240 approved by voters, passed by a narrow 50.69% majority vote. Washington became the 42nd state in the nation to approve a charter school law, over 20 years after Minnesota passed the nation's first charter school law.
2013	Summer - The first challenge to the Charter School Act was filed in King County Superior Court. The court upheld the voter-approved charter school law, but charter school opponents appealed this decision to the Washington Supreme Court.
2015	Fall – Washington Supreme Court struck down the Charter School Act, holding that the provisions of the Charter School Act that defined charter schools as "common schools" violated Article 2, Section IX. The Court also held that the Charter School Act's funding mechanisms unconstitutionally shifted common school funds to charter schools. Further, the Court found that invalid provisions of the Charter School Act were so integral that they could not be severed; therefore, the entire Charter School Act was unconstitutional. Winter – Operating charter schools and WA Charters worked closely with Office of Superintendent of Public Instruction (OSPI) to explore options that would allow the charters to remain open and serve students through the remaining months of the school year. OSPI modified several agency rules through emergency rule-making that allowed charter schools to contract for educational services with Mary Walker School District under the Alternative Learning Experience Program (ALE) or to transition to non-profit homeschool tutoring center status.
2016	Spring – Under the banner of *Act Now for Washington*, WA Charters, in partnership with other education reform organizations, families, and the state's charter public schools, led a successful parent and student-centered grassroots campaign. This effort culminated in the passage of Engrossed Second Substitute Senate Bill 6194 (E2SSB 6194), effectively restarting the state's charter sector in April. The new charter law allowed for reinstating all formerly authorized charter schools throughout the state. In addition, the new law restored the Washington

	State Charter School Commission (Commission), and Spokane Public Schools as charter authorizers. Summer - All formerly operational charter schools signed new charter contracts with their authorizers and opened their doors in the fall as charter schools. A new legal challenge, brought by El Centro de la Raza and lobbying organizations including the Washington Education Association (WEA), again challenged Washington's charter school law; WA Charters continued its ongoing work with advocacy partners, parents, and students to defend the new law.
2017	Early Spring - King County Superior Court upheld the charter school law; opponents appealed this decision to the Washington Supreme Court.
2018	Spring – Washington Supreme Court heard oral arguments in the case. Fall – Washington Supreme Court upheld the charter school law on all counts.

WASHINGTON STATE
Charter School Commission
STUDENTS • INNOVATION • TRANSPARENCY

NEW CHARTER SCHOOL APPLICATION

For Schools Opening in the 2020-2021 School Year

Issue Date: September 04, 2018
Due Date: March 1, 2019 5:00 pm PDT

1068 Washington Street SE | Olympia, WA 98504 | (360) 725-5511 | charterschoolinfo@k12.wa.us

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Washington State Charter School Commission

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For more information about the contents of this document, please contact:
Amanda Martinez, New Charter School Application Coordinator
[redacted]

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Washington State Charter School Commission
Attn: Executive Director
PO Box 40996, Olympia, WA 98504-0996
[redacted]

CONTENTS

INTRODUCTION 4
ADMINISTRATIVE REQUIREMENTS 8
INSTRUCTIONS AND GUIDELINES 17
CATEGORY 1: GENERAL INFORMATION 24
Section A: School Information 26
Section B: Primary Contact Person 26
Section C: Enrollment Projections 27
Section D: Current and Prospective Board Member Roster 27
Section E: Start-Up Team 27
CATEGORY 2: EXECUTIVE SUMMARY 28
Section 1: Executive Summary (1500 Words) 28
CATEGORY 3: EDUCATIONAL PROGRAM DESIGN AND CAPACITY 30
Section 2: Family and Community Engagement (1300 Words) ..... **Error! Bookmark not defined.**
Section 3: Program Overview (1500 Words) 30
Section 4: Curriculum and Instructional Design (2700 Words) 31
Section 5: Student Performance Standards (1300 Words) 32
Section 6: High School Graduation Requirements (High Schools Only) (700 Words) 33
Section 7: School Calendar and Schedule (400 Words) 33
Section 8: School Culture (2000 Words) 34
Section 9: Supplemental Programming (700 Words) 34
Section 10: Special Populations and At-Risk Students (6000 Words) 35
Section 11: Student Recruitment and Enrollment (600 Words) 37
Section 12: Student Discipline Policy and Plan (1500 Words) 37
Section 13: Educational Program Capacity (1200 Words) 38
CATEGORY 4: OPERATIONS PLAN AND CAPACITY 40
Section 14: Legal Status and Governing Documents (750 Words) 40
Section 15: Organization Structure and Partnerships (500 Words) 40

Section 16: Governing Board (2200 Words) 41
Section 17: Advisory Bodies (300 Words) 43
Section 18: Grievance/Complaint Process (750 Words) 43
Section 19: District Partnerships (300 Words) 43
Section 20: Education Service Providers (ESP) and Other Partnerships (300 Words) 43
Section 21: Staffing Plans, Hiring, Management, and Evaluation (2500 Words) 44
Section 22: Professional Development (1200 Words) 45
Section 23: Performance Framework (1000 Words) 45
Section 24: Facilities (800 Words) 47
Section 25: Start-Up and Ongoing Operations (1400 Words) 48
Section 26: Operations Capacity (800 Words) 48
CATEGORY 5: FINANCIAL PLAN AND CAPACITY 49
Section 27: Financial Plan (2600 Words) 49
Section 28: Financial Management Capacity (500 Words) 50
CATEGORY 6: EXISTING OPERATORS 51
Section 29: Existing Operators (2700 Words) 51
CATEGORY 7: OPTIONAL FEDERAL CHARTER SCHOOL PROGRAM (CSP) PLANNING AND IMPLEMENTATION GRANT 52
Section 30: OPTIONAL Federal Charter School Planning and Implementation Grant (1200 Words) 52

INTRODUCTION

The Washington State Charter School Commission (Commission) was created in 2013, after the approval of Initiative 1240, and ratified when Engrossed Second Substitute Senate Bill 6194 became law in April 2016, to serve as a statewide charter school authorizer. The 11-member Commission is tasked with running a process to approve new charter schools, and effectively monitoring the schools it authorizes through ongoing oversight. Per the Charter School Act, the Commission has established its strategic vision for authorizing to guide its work:

> *The Washington State Charter School Commission seeks to authorize high-quality schools that will significantly improve student outcomes, particularly for at-risk students. The Commission will hold schools accountable for student learning using multiple measures of student achievement.*
>
> *The Commission seeks to build a diverse portfolio of school delivery models that expands the authority of teachers and school leaders and encourages and accelerates the identification and use of best practices in teaching and learning. It also seeks to develop, test, and document innovative, new ideas that can be replicated in other Washington schools.*
>
> *The Commission expects schools to have authentic and sustainable connections to the communities they serve. These connections are evidenced by strong commitments from community and business stakeholders, systems for ensuring cultural sensitivity, responsiveness to all students and their families, and effective, engaged governance boards.*
>
> Note: at-risk students are defined in RCW 28A.710.010(2):
>
> "At-risk student" means a student who has an academic or economic disadvantage that requires assistance or special services to succeed in educational programs. The term includes, but is not limited to, students who do not meet minimum standards of academic proficiency, students who are at risk of dropping out of high school, students in chronically low-performing schools, students with higher than average disciplinary sanctions, students with lower participation rates in advanced or gifted programs, students who are limited in English proficiency, students who are members of economically disadvantaged families, and students who are identified as having special educational needs.

The Commission is an agency that is guided by its mission, strives to achieve its vision and aspires to operate in alignment with a set of core values.

Mission

To authorize high-quality charter public schools and provide effective oversight and transparent accountability to improve educational outcomes for at-risk students.

Values

Student-Centered
Cultural and Community Responsiveness
Excellence and Continuous Learning
Accountability/Responsibility
Transparency
Innovation

Vision

Foster innovation and ensure excellence so that every student has access to and thrives in a high-quality public school.

The Charter School Act requires the Commission to annually issue a solicitation for applications (New Charter School Application) to open new charter schools. Through the issuance of this New Charter School Application, the Commission seeks applicants to open new high-quality charter schools that are aligned with its strategic vision throughout the state of Washington. To that end, the Commission worked closely with a national third-party, the National Association of Charter School Authorizers (NACSA), in 2013 to develop a rigorous, thorough, and transparent response and review process and has enhanced the process each year.

The Commission is committed to authorizing schools that are culturally responsive. To that end, the Commission requires applicants to demonstrate how they will implement the following concepts throughout their application:

Cultural Inclusion

Inclusion is widely thought of as a practice of ensuring that people in organizations feel they belong, are engaged, and are connected through their work to the goals and objectives of the organization. Miller and Katz (2002) present a common definition: "Inclusion is a sense of belonging: feeling respected, valued for who you are, feeling a level of supportive energy and commitment from others so that you can do your best work." The process of inclusion seeks to engage each individual and make each feel valued and essential to the success of the organization. Individuals function at full capacity, feel more valued and are included in the organization's mission.[1]

---

[1] Puget Sound Educational Service District. (2014). Racial Equity Policy. (p. 7) Seattle, WA: Blanford, S

Culturally Responsive Education Systems

Culturally responsive educational systems are grounded in the belief that all culturally and linguistically diverse students can excel in academic endeavors when their culture, language, heritage, and experiences are valued and used to facilitate their learning and development, and they are provided access to high-quality teachers, programs, and resources.

Cultural Competence

Cultural competence is based on integrating the awareness and learned skills needed to effectively and sensitively educate, work with, and serve people from diverse backgrounds and social identities. These skills enable the educator to build on the cultural and language assets and qualities that young people bring to the classroom rather than viewing them as deficits.[2]

Cultural competence allows educators to ask questions about their instructional practice in order to successfully teach students who come from different cultural backgrounds.

Developing skills in cultural competence is like learning a language, a sport, or an instrument. The learner must learn, relearn, continuously practice, and develop in an environment of constant change. Cultures and individuals are dynamic – they constantly adapt and evolve.

Cultural competence is:

- Knowing the community where the school is located,
- Understanding all people have a unique world view,
- Using curriculum and implementing an educational program that is respectful of and relevant to the cultures represented in its student body,
- Being alert to the ways that culture affects who we are,
- Places the focus of responsibility on the professional and the institution,
- Examining the negative and disproportionate impact of systems, structures, policies and practices on all students and families particularly those who come from different cultures and background.

[2] Leadscape, National Institute for Urban School Improvement. (2010) Culturally Responsive Coaching for Inclusive Schools. (p. 4) Tempe, AZ: Mulligan, E. M., Kozleski, E. M.

Eligibility

This New Charter School Application process seeks applications for schools that plan to open and serve students in the 2020-2021 school year. If an applicant submits an application for the 2021-2022 school year, it will be reviewed for the same readiness standards as the schools intending to open in the designated solicitation year (2020-2021). Applicants for the 2021-2022 school year must *also* provide good cause for delaying the proposed school's opening for one year beyond the designated solicitation year. This delay, if granted by the Commission, will count as an extension of the school's one year planning delay under RCW 28A.710.160.

By law, only nonprofit organizations may operate charter schools in the state of Washington. An applicant must be 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)). The nonprofit corporation may not be a sectarian or religious organization and must meet all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW 28A.710.220.

Additionally, contracts for management operation of a charter school may only be with nonprofit organizations. Contracts with education service providers for substantial educational services, management services, or both, must also be with a nonprofit organization. Proof of nonprofit corporation status of such contractors must be provided.

Applications will be reviewed for satisfaction of the eligibility requirements (see Completeness Review). If these eligibility requirements are not met, the application may be summarily rejected.

Additionally, for schools opening in 2019 -2020, applicants will have the option of also applying for federal Charter School Program (CSP) planning and/or implementation grants – *when* they submit their New Charter School Application (See Section 30). Approved new charter school applicants are then eligible to collaborate with Office of the Superintendent of Public Instruction (OSPI) to complete CSP requirements for the CSP federal planning and implementation funds.

ADMINISTRATIVE REQUIREMENTS

Reservation of Rights

The Commission reserves the right to reject any and all applications for any reason, reissue the New Charter School Application, or cancel the New Charter School Application, as deemed appropriate by the Commission. **Applicants are expected to review this New Charter School Application closely**; revisions have been made to process and content.

Proper Communication

Upon release of this New Charter School Application, all applicant communications must be directed to the New Charter School Application Coordinator. Unauthorized contact with other state employees or representatives may result in disqualification. All oral communications will be considered unofficial and non-binding. Applicants should rely only on written statements issued by the New Charter School Application Coordinator.

Amanda Martinez, New Charter School Application Coordinator [redacted]
Washington State Charter School Commission
PO Box 40996
Olympia, WA 98504-0996

Applicant Questions and Complaints

Applicant questions regarding this New Charter School Application will be allowed consistent with the *Timeline*. All questions must be submitted in writing (email acceptable) to the New Charter School Application Coordinator. Official written Commission responses will be provided for questions received by the deadlines, and will be posted at: http://charterschool.wa.gov/applying/application-updates/

Applicants submitting questions will not be identified. Verbal responses to questions will be considered unofficial and non-binding. Only written responses posted to the Commission website listed above will be considered official and binding.

Applicants are encouraged to review the requirements of this New Charter School Application carefully, and submit any comments and recommendations to the New Charter School Application Coordinator. Where application requirements appear to prohibit or restrict an organization's participation, an explanation of the concern as well as suggested alternative language should be submitted in writing to the New Charter School Application Coordinator by the deadline for Applicant Questions and Comments in the *Timeline*.

Applicants are expected to raise any questions, exceptions, or requested additions they have concerning the New Charter School Application requirements early in the New Charter School Application process. Applicants may submit specific complaints to the New Charter School Application Coordinator if the applicant believes the New Charter School Application contains inadequate or improper criteria, or that the application evaluation process unnecessarily restricts competition, or is flawed or unfair. The complaint must be made in writing to the New Charter School Application Coordinator before the due date set forth in the *Timeline*. The complaint should clearly articulate the basis for the complaint and include a proposed remedy. Complaints already raised may not be raised again during the Protest Procedures described on pages 14-15.

The New Charter School Application process will continue while complaints are being reviewed and responses are presented. Should an applicant complaint identify a change that would be in the best interest of the State to make, the Commission may modify this New Charter School Application accordingly. The modification to the New Charter School Application will be in writing and made in the form of an amendment to the New Charter School Application, and will be posted at http://charterschool.wa.gov/applying/application-updates/

The Commission's decision on a complaint is final and no further administrative appeal is available.

Delivery of Applications

The application, in its entirety, must be received by Commission no later than **5:00 pm PST on March 1, 2019**. All applications must be submitted using the secure, online Epicenter program, with hard copies mailed to the New Charter School Application Coordinator. Submissions are time stamped when they are submitted to the Epicenter program. **No submissions will be accepted after the deadline.**

Applicants should allow sufficient time to ensure timely receipt of the application by the New Charter School Application Coordinator. Late submissions will not be accepted and will be automatically disqualified from further consideration.

The Commission assumes no responsibility for delays caused by applicant's technical difficulties, network problems or any other party.

All application documents submitted in hard copy become the property of the Commission and will not be returned.

No facsimile transmissions will be accepted at any point in the process.

Application Contents

The application must contain information responding to all requirements in the New Charter School Application. Applicant Certification and Assurances with applicant's exceptions and/or proposed revisions to the Proposed Charter Contract must be attached, if applicable. Documents requiring signatures must be signed by a representative authorized to bind the applicant to their application. Documents that require signatures must be properly signed, completed, and scanned into a separate file in .bmp, .jpg, .tiff, or PDF format.

Failure to provide any information or required signatures may result in disqualification of the application.

Application Format and Organization

Application must be written in English and submitted using secure, online Epicenter program.. Applicants should develop their application narrative in Microsoft Word (MS Word) format using Calibri size 11 font, complete all required templates and attachments, and upload completed documents into the secure, online Epicenter program.

Application responses/narrative should be clearly linked to the New Charter School Application sections to which they pertain. If information can be found in a previous section, the applicant should clearly reference the earlier section in the response/narrative.

Cost of Application Preparation

Applicants are solely responsible for the costs associated with preparing and presenting an application, as well as any costs associated with participation in the application review process. The Commission will not reimburse applicants for any costs associated with this New Charter School Application.

Application Property of the Commission

All materials submitted in response to this New Charter School Application become the property of the Commission. The Commission has the right to use any of the ideas presented in any material offered. Selection or rejection of an application does not affect this right.

Proprietary or Confidential Information

Any information in the application that the applicant desires to claim as proprietary and exempt from disclosure under the provisions of RCW 42.56, or other state or federal law that provides for the nondisclosure of the applicant's document, must be clearly designated as follows:

1. For Sections 1-30 of the narrative application:
   a. As a separate paragraph, indicate the beginning of proprietary or confidential information with the following language (ALL CAPS and **bold**): **BEGIN PROPRIETARY/CONFIDENTIAL INFORMATION**; and
   b. As a separate paragraph, indicate the end of proprietary or confidential information with the following language (ALL CAPS and **bold**): **END PROPRIETARY/CONFIDENTIAL INFORMATION**.

2. For Attachments 1-35:
   a. Each page containing the information claimed to be exempt from disclosure must be identified with the language (all caps and bold) **PROPRIETARY/CONFIDENTIAL INFORMATION** printed on the lower right-hand corner of the page.

3. Applicants must use the guidance provided above to state clearly that the application contains any proprietary or confidential information, and should include as a footnote to the proprietary or confidential text or pages reasons that this information may be considered proprietary.

Marking the entire application as proprietary, confidential, or exempt from disclosure will not be honored.

To the extent consistent with RCW 42.56, the Public Disclosure Act, the Commission shall maintain the confidentiality of applicant's information marked confidential or proprietary. If a request is made to view proprietary information, the Commission will notify the applicant of the request and of the date that the records will be released unless the applicant obtains a court order enjoining that disclosure. If the applicant fails to obtain the court order enjoining disclosure, the Commission will release the requested information on the date specified.

The Commission's sole responsibility shall be limited to maintaining the above data in a secure area, and to notify the applicant of any request(s) for disclosure for so long as the Commission retains the applicant's information in Commission records. Failure to label such materials, or failure to timely respond after notice of request for public disclosure has been given, shall be deemed a waiver by the applicant of any claim that such materials are exempt from disclosure.

Completeness Review

All applications will be reviewed for completeness before they are accepted and distributed to the evaluation teams. If an application is found to be incomplete (i.e. missing responses to required application sections, certifications, assurances, attachments, signatures, etc.) or incorrectly formatted,

the applicant will be disqualified from further review. Applicants will be notified of an application's completeness or incompleteness per the New Charter School Application *Timeline*. It should be noted that *findings of completion* are not indicative of the *quality* of the application. For findings of incompleteness, applicants will have 24-hours to remedy any identified area of incompleteness. Changes or updates will need to be completed within 24-hours of the Application Coordinator sending the Completeness Review report. . Applications that remain incomplete after the 24-hour completeness window will be disqualified from further review. Applicants are encouraged to reapply in future years.

Waiver of Minor Administrative Irregularities

The Commission reserves the right to waive minor administrative irregularities contained in any application.

Errors in Application

Applicants are liable for all errors or omissions contained in their applications. Applicants will not be allowed to alter application documents after the deadline. The Commission is not liable for any such errors. The Commission reserves the right to contact the applicant for clarification of application contents, including through the Capacity Interview process.

Misrepresentations on Application

An application containing a material misrepresentation in the information or documentation submitted may be denied. A material misrepresentation includes, but is not limited to, one that is inaccurate or misleading, or a representation that, if accurately reported, could impact the rating that an applicant would receive on any applicable criteria. If, after a school is authorized, it is learned that the application contained a material misrepresentation, the resulting contract may be deemed null and void by the Commission.

Plagiarism

The content of an application must be a product of the applicant's own efforts and shall not be copied from other sources, with the exception of quotes that are properly attributed. For applications containing material whose original source is not their own, the applicant must properly and completely attribute the material to its primary source and show that it has permission to utilize the material. Plagiarism is strictly prohibited and will result in automatic disqualification of the application. If, after a school is authorized, it is learned that a portion of the application was plagiarized, the resulting contract may be deemed null and void by the Commission.

Due Diligence

The decision to approve an application to open and operate a charter public school requires a thorough vetting of the applicant and the components of the application. The Commission may engage in due diligence to verify and evaluate the information submitted as part of the evaluation process. Due diligence may include, but is not limited to:

1. Contacting individuals who may have knowledge about the information submitted and/or individuals associated with the applicant organization in order to evaluate the accuracy and validity of the information provided in the application; and

2. Review of information and documentation obtained from external sources in order to evaluate the accuracy and validity of the information provided in the application.

Relevant information gleaned through this due diligence process will be reduced to writing in a due diligence report and provided to the evaluation team and the Commission for use in determining whether the application meets the criteria for approval.

Amendments and Revisions

The Commission reserves the right to revise the *Timeline* or other portions of this New Charter School Application at any time. The Commission may correct errors in this document (identified either by the Commission or an applicant). Any changes or corrections will be by one or more written amendment(s), dated, and posted with this New Charter School Application at http://charterschool.wa.gov/applying/application-updates/.

Applicants are responsible for checking the Commission's website for changes and should do so frequently. The Commission will not be responsible for notifying applicants of changes in any other manner. All changes must be authorized and issued in writing by the New Charter School Application Coordinator. If there is any conflict between amendments, or between an amendment and the New Charter School Application, whichever document was issued last in time shall be controlling.

No Obligation to Contract

The Commission may deny applications that fail to meet statutory or authorizer requirements (RCW 28A.710.140). The Commission also reserves the right to refrain from selecting or contracting with any and all applicants.

Withdrawal of Application

Applicants may withdraw an application that has been submitted prior to the Commission Resolution Meeting (identified on the *Timeline*). To accomplish application withdrawal, a written request (an email attachment is allowed) signed by an authorized representative of the applicant must be submitted to the New Charter School Application Coordinator by 5:00 pm PDT on May 27, 2019.

Failure to respond to the Commission according to the *Timeline* below, or failure to respond to an inquiry or communication from the Commission to the applicant's designated representative, shall be deemed a withdrawal.

Optional Applicant Debriefing Conference

Applicants whose applications are not approved by the Commission may request an optional debriefing conference to discuss the evaluation of their application within the date range specified in the *Timeline*. The request must be in writing (email acceptable) and addressed to the New Charter School Application Coordinator.

The purpose of this debriefing is to discuss the factors considered in the evaluation of the application and address questions and concerns about the applicant's performance with regard to the New Charter School Application requirements. This conference will not include any discussion of, or comparison to applications from any other applicant, nor will it be an opportunity to challenge the evaluation ratings or argue the merits of the application.

Protest Procedures

Only applicants whose applications are not approved by the Commission AND who participate in a debriefing conference may make protests. Upon completion of the debriefing conference, the applicant will have five (5) business days to file a formal protest of the New Charter School Application with the New Charter School Application Coordinator.

Protests must be received by the New Charter School Application Coordinator no later than 5:00 pm PDT on the fifth (5th) business day following the debriefing. Protests may be submitted by email, but must be followed in hard-copy form with an original signature.

In the event a protest may affect the interest of another applicant that also submitted an application, such applicant will be given an opportunity to submit its views and any relevant information on the protest to the New Charter School Application Coordinator.

Applicants submitting protests shall follow the procedures described below. Protests that do not follow these procedures will not be considered. This protest procedure constitutes the sole

administrative remedy available to applicants. All protests must be in writing, addressed to the New Charter School Application Coordinator, and signed by the protesting party or an authorized Agent.

1. The protest must state the New Charter School Application issue date, the grounds for the protest with specific facts believed to support the applicant's protest, and complete statements of the action(s) being protested.

2. The protests must contain a description of the relief or corrective action being requested.

3. Only protests stipulating an issue of fact concerning the following subjects will be considered:
   a. A matter of bias, discrimination, or conflict of interest on the part of an evaluator; and/or
   b. Non-compliance with procedures described in the New Charter School Application or Commission policy.

4. Protests not based on the issues itemized in paragraph 3 will not be considered.

5. Protests will be rejected as without merit if they address issues such as:
   a. An evaluator's professional judgment on the quality of an application; and/or
   b. The Commission's assessment of its own and/or other agencies' or communities' needs or requirements.

6. Upon receipt of a protest, a protest review will be held by the Commission. The Commission will assign responsibility for responding to the protest to a person who was not involved in the New Charter School Application or evaluation process; this person will prepare a recommendation report and submit it to the Commission.

7. The Commission will consider the protest recommendation report, record all available facts, and issue a decision; the decision must be issued within five (5) business days of receipt of the protest. If additional time is required, the protesting party will be notified of the delay.

The final determination of the protest shall:

1. Find the protest lacking in merit and uphold the Commission's action, denying the protest; or

2. Find only technical or harmless errors in the New Charter School Application and evaluation process and determine the Commission to be in substantial compliance, denying the protest; or

3. Find merit in the protest and provide the Commission options, which may include:
   a. Correcting the errors and reevaluating all applications;

b. The reissue of the New Charter School Application and conducting a new process; and/or

c. The making of other findings and the determination of other courses of action as appropriate.

Notification of Commission Decisions

All applicants will be notified by email after a decision has been made. The date of notification will be the date the email is sent.

Electronic Availability

The contents of this New Charter School Application and any amendments or revisions and written answers to questions will be available at http://charterschool.wa.gov/applying/application-updates/. **Applicants are responsible for checking this site for notices and changes and should do so frequently.**

Revisions to the New Charter School Application

In the event it becomes necessary to revise any part of this New Charter School Application, addenda will be published at http://charterschool.wa.gov/applying/application-updates/. For this purpose, the published questions and answers and any other pertinent information shall be provided as an addendum to the New Charter School Application and will be placed on the website.

The Commission also reserves the right to cancel or reissue the New Charter School Application in whole, or in part, prior to execution of a contract.

Minority and Women-Owned Business Participation

In accordance with RCW 39.19, the Commission encourages participation in applications in response to this New Charter School Application by organizations certified by the Office of Minority and Women's Business Enterprises (OMWBE), on a direct or subcontractor basis. However, no preference for charters, including such organizations, will be given in the evaluation of applications, no minimum level of OMWBE participation shall be required as a condition for approval of a charter, and applications will not be rejected or considered non-responsive on that basis.

Terms and Provision of the Sample Contract

Submission of an Application constitutes acceptance of the solicitation contents and the sample contract constitutes acceptance of all terms and requirements stated therein. The sample contract, which is incorporated by reference, is located on the Commission's website at http://charterschool.wa.gov/applying/application-materials/.

INSTRUCTIONS AND GUIDELINES

Opening a new charter school that is prepared to be successful on day one requires investment in a thoughtful process to address the requirements to ensure a highly effective charter school. This New Charter School Application requires information that will allow the Commission to consider and determine if the application presents a school that is sufficiently well planned and researched, and that it not only has a compelling and rigorous academic model, but is fiscally and operationally sound as well. This New Charter School Application also seeks information that will allow the Commission to assess the capacity of the founding team to successfully implement the proposed plan.

In order for a thorough and rigorous review to occur, all applicants must respond to all questions and requests for information contained in this New Charter School Application. Failure to address all questions may result in the application being deemed incomplete.

Applicants are encouraged to reference the New Charter School Application Evaluation Rubric (for schools opening in 2020-2021) when preparing their applications to ensure that the responses not only answer the items below, but also address all of the evaluation rubric criteria. For information on how approved schools will be evaluated once they have opened, applicants should reference the Commission's performance framework (WAC 108-30), which is available on the Commission's website at http://charterschool.wa.gov/operating/performance-framework/ and incorporated by reference.

All applicants must submit a Notice of Intent to Apply (NOI), prepared using the template provided on the Commission's website, no later than **5:00 pm PST on November 30, 2018** to the New Charter School Application Coordinator by email, postal service, or hand delivery. Once the Commission receives an applicant's NOI, the applicant will receive access to the secure, online Epicenter program.

Applications must be submitted no later than **5:00 pm PST on March 1, 2019**. Commission rules governing the application and approval process (WAC 108-10 and 108-20) are incorporated by reference and available on the Commission's website. All applicants must initially submit their applications electronically. For the New Charter School Application for schools opening in 2020-2021, all electronic submissions must be uploaded to the Commission assigned secure, online Epicenter program, by the deadline.

Learning Opportunities

Four in-person New Charter School Application Orientations designed to support prospective charter school applicants will be conducted on September 26, 2018 (Olympia), September 27, 2018

(Bellingham), October 3, 201 (Spokane), and October 4, 2018 (Seattle). The purpose of these full work-day orientations is to deepen understanding of:

1. The Commission's expectations as articulated in the New Charter School Application;
2. How applications will be evaluated;
3. The purpose and format of the Capacity Interview and Public Forum; and
4. Changes that have occurred to the New Charter School Application since the last cycle.

For more information regarding the New Charter School Application Orientations, please visit http://charterschool.wa.gov/applying/application-process/.

Components of the Application & Application Process

Narrative Application

The application is the formal application to the Commission and is a comprehensive description of the school's educational, organizational, and financial plans.

Attachments

Throughout the application, specific documents are requested in addition to narrative answers. A comprehensive list of the attachments is provided on pages 21-24.

Capacity Interview

Applicants will have the opportunity to participate in a performance task to demonstrate the team's capacity to open and maintain a high-quality charter school, as well as to answer specific questions about their application from the evaluator team.

Public Forum

The public forum will provide an opportunity for the public to learn more about and to provide input on, each application. While the public forum is not scored, information gleaned from this process may be used to evaluate the applicant. Applicants will be given a notice of at least five business days before the scheduled public forum date.

Commission Resolution Meeting

Applicants are invited to attend the Commission's May 30, 2019 meeting where they will be allowed to provide a short presentation regarding their application and then engage in a question and answer session with Commissioners.

Electronic Submission Instructions

1. **Applicants may begin writing their application narrative and completing the associated attachments and templates as MS Word documents. A secure, online, Epicenter account assigned to each applicant, with template documents and instructions, will be available to applicants after they have submitted their NOI.** The applicant must populate the required templates, as well as upload associated attachments of the application to the Epicenter program their Box file by the deadline

2. Applicants should populate each template and upload each section attachment to their Commission assigned Box file. **Applicants should ensure that documents are uploaded in the file format specified.** An overview of how to use Epicenter will be included in the training sessions referenced in the section titled *Learning Opportunities*.

3. Applicants are responsible for ensuring that only their FINAL application narrative, attachments and required templates are uploaded to Epicenter by the noted deadline. The application will be both submitted and locked at 5:00 pm PST on March 1, 2019. If the applicant has completed their application prior to the application deadline and desires to make additional revisions prior to the application deadline, the applicant may do so.

4. **The Commission will automatically lock access to Epicenter and applications at 5:00 pm PST on March 1, 2019.** Applications not uploaded, including applications that are partially uploaded, will not be accepted after this point.

Once the electronic submission is received and a completeness determination has been issued, all applicants proceeding in the evaluation process must submit five **(5) identical photocopies of the application AND one (1) redacted electronic copy (in PDF form) to the** New Charter School Application **Coordinator.** The redacted electronic document should omit personal telephone numbers, email addresses, home addresses, and signatures, as well as check images and receipts (see *Application Timeline* for due date).

Hard Copy Preparation Instructions

Applicants should print their application directly from the application uploaded to Epicenter ***prior*** to the March 1, 2019 deadline. Applicants will <u>not</u> have access to Epicenter file after the 5:00 pm March 1, 2019 submission deadline.

1. All application documents should be printed on STANDARD, WHITE, LETTER SIZED PAPER, DOUBLE SIDED.

2. All application documents should be bound in a 3-ring binder.

3. Attachments should be numbered and offset with labeled tabs.

4. **Hard copies and the redacted electronic (PDF) copy should be submitted to the Commission per the Application Timeline on pages 24-25. Submit to:**

Postal/Courier Service:
Amanda Martinez
New Charter School Application Coordinator
Washington State Charter School Commission
PO Box 40996
Olympia, WA 98504-0996

Hand Delivered:
Amanda Martinez
New Charter School Application Coordinator
1068 Washington Street SE
Olympia, WA 98501

Specifications

1. Applicants MUST submit applications electronically through the secure, online Epicenter program provided by the Commission, and must use the following templates (available on the Commission's website and in the applicant's Epicenter account):
   - **a.** Pending Authorization and School Opening Form Template – ALL APPLICANTS (MS Word Document);
   - **b.** Charter School Board Member Information Sheet Template – ALL APPLICANTS (MS Word Document);
   - **c.** Statement of Assurances (Section 14: Attachment 11) – ALL APPLICANTS (MS Word Document).
   - **d.** Board Member Disclosure Form (Section 16: Attachment 14) – ALL APPLICANTS (MS Word Document)
   - **e.** Background Check Statement of Assurance (Section 16: Attachment 14) – ALL APPLICANTS (MS Word Document);
   - **f.** Staffing Chart Template (Section 21: Attachment 19) – ALL APPLICANTS (MS Word Document);
   - **g.** Mission-Specific Goals Form (Section 23: Attachment 23) – ALL APPLICANTS (MS Word Document);
   - **h.** Financial Plan Workbook (Section 27: Attachment 27) – ALL APPLICANTS (MS Excel Document);
   - **i.** Portfolio Summary Template (Section 29: Attachment 33) – EXISTING OPERATORS ONLY (MS Excel Document).

j. CSP Statement of Assurances (Section 30: Attachment 34) – ALL APPLICANTS applying for CSP subgrant (MS Word Document).
k. CSP Budget Form and Narrative (Section 30: Attachment 35) – ALL APPLICANTS applying for CSP subgrant (MS Word Document).

2. **All word limits must be followed. Applications exceeding the stated word limits will be rejected.**

3. If a particular section or question does not apply to the applicant team or application, respond "Not Applicable" AND state the rationale. Do not leave sections blank or your application may be found to be incomplete.

4. All required attachments should be uploaded in the file format specified (PDF, unless otherwise indicated).

5. Any footnotes made *within a section* of the application will be added into that section's word count. To avoid exceeding section word limits, applicants should attach a section's footnotes as a separate document to the section to which they pertain. Please title the attachment: **Section Number.Footnotes**.

6. The following is a table of attachments to accompany the application and their associated category and section. Note that not all attachments will be applicable to all applicants. This list does not contain all required attachments. Attachments must be labeled by Section and Attachment number. As examples, Section 1: Attachment 1, Section 6: Attachment 5. All Attachments must be uploaded directly to the applicant's Epicenter account. It is the responsibility of the applicant to ensure they submit all relevant attachments.

Category 2: Executive Summary	
Section 1: Executive Summary	Attachment 1: Pending Authorization and School Opening form
Category 3: Educational Program Design and Capacity	
Section 2: Family and Community Engagement	Attachment 2: Evidence of community support/engagement in the application process
Section 3: Program Overview	No Attachments
Section 4: Curriculum and Instructional Design	Attachment 3: Course scope and sequence Attachment 4: Curriculum development plan (if applicable)

Section 5: Student Performance Standards	Attachment 5: Exit standards for graduating students or students completing the last grade in that school.
Section 6: High School Graduation Requirements (High Schools Only)	No Attachment
Section 7: School Calendar and Schedule	Attachment 6: ▪ Year 1 of operation school calendar; ▪ Daily schedule; and ▪ Daily and weekly schedule
Section 8: School Culture	No Attachments
Section 9: Supplemental Programming	No Attachments
Section 10: Special Populations and At-Risk Students	No Attachments
Section 11: Student Recruitment and Enrollment	Attachment 7: Enrollment policy
Section 12: Student Discipline Policy and Plan	Attachment 8: Discipline policy
Section 13: Educational Program Capacity	Attachment 9: ▪ School leader resume and/or job description; and ▪ Plan for recruiting and hiring strong and capable school leader Attachment 10: Leadership team job descriptions and/or resumes
Category 4: Operations Plan and Capacity	
Section 14: Legal Status and Governing Documents	Attachment 11: Governance documents: ▪ Articles of Incorporation; ▪ Proof of nonprofit status ▪ Bylaws; ▪ Board Chair signed Statement of Assurances; and; ▪ Other governing documents
Section 15: Organization Structure and Partnerships	Attachment 12: Organizational charts Attachment 13: Copies of Proposed Contracts

Section 16: Governing Board	Attachment 14: Board member documents: ▪ Completed and signed board member Disclosure Forms; and ▪ Board member Resumes Attachment 15: Signed assurance that background check verification for each board member and school leader has been initiated and will be completed within the timetables set forth in the Sample Contract: Attachment 1, Pre-Opening Process and Conditions. Attachment 16: ▪ Code of Ethics Policy; and ▪ Conflict of Interest Policy
Section 17: Advisory Bodies	No Attachments
Section 18: Grievance/Complaint Process	No Attachments
Section19: District Partnerships	Attachment 17: If available, Memorandum Of Understanding (MOU) or other partnership documentation (i.e. letters of support/partnership, etc.)
Section 20: Educational Service Providers (ESP)	Attachment 18: ESP contract term sheet
Section 21: Staffing Plans, Hiring, Management, and Evaluation	Attachment 19: Staffing chart Attachment 20: Leadership evaluation tools Attachment 21: Teacher evaluation tools
Section 22: Professional Development	Attachment 22: Professional development schedule
Section 23: Performance Framework	Attachment 23: Mission-Specific Goals form
Section 24: Facilities	Attachment 24: Facility documents
Section 25: Start-up and Ongoing Operations	Attachment 25: Start-up plan Attachment 26: Insurance coverage
Section 26: Operations Capacity	No Attachments
Category 5: Financial Plan and Capacity	
Section 27: Financial Plan	Attachment 27: Financial plan workbook Attachment 28: Budget narrative Attachment 29: Evidence of philanthropic funding commitments noted in budget Attachment 30: Fundraising plan

Section 28: Financial Management Capacity	Attachment 31: Recent internal financial statements Attachment 32: Independent financial audit reports and management letters
Category 6: Existing Operators	
Section 29: Existing Operators	Attachment 33: Portfolio Summary Template
Category 7: Federal Charter School Program Grant Application (Optional)	
Section 30: Federal Charter School Program Grant Application	Attachment 34: Signed CSP Grant Statement of Assurances Attachment 35: OSPI Project Budget Form and line item Budget Narrative

7. When submitting resumes, label each document with the individual's affiliation with the proposed school (Board member, School Leader, teacher, etc.).

8. Review all elements of the application for completeness before submitting.

9. Late or incorrectly formatted applications will not be accepted.

New School Application Timeline*

The article below represents the timeline for the 2018-2019 New Charter School Application process. The deadlines and due dates are mandatory and nonnegotiable for applicants. Failure to meet the New Charter School Application submission deadline will result in disqualification from participation. All times are Pacific Standard or Daylight Time (PST or PDT). The Commission reserves the right to revise the timeline; in the event of a change, this Timeline will be posted on the Commission's website at http://charterschool.wa.gov/applying/application-updates/
All Applicants will receive email notification.

*Dates, times, locations, and activities subject to change.

Date	Activity
September 04, 2018	New Charter School Application Release
September 26, 2018 (Olympia) September 27, 2018 (Bellingham) October 3, 2018 (Spokane) October 4, 2018 (Seattle)	New Charter School Application Orientations: An orientation designed to support prospective charter school applicants. The purpose of this full work-day orientation is to deepen understanding of: 1) The Commission's expectations as articulated in the New Charter School Application; 2) How applications will be evaluated; 3) The purpose and format of Public Forums; and 4) Changes that have occurred to the RFP since last cycle.
October 16, 2018	Applicant questions and comments deadline
October 23, 2018	Commission's written answers to questions issued
November 30, 2018 5:00 p.m.	Notice of Intent to Apply (NOI) due
December 13, 2018	Applicant complaints deadline
December 20, 2018	Commission's written response to Complaints issued
March 1, 2019 5:00 p.m.	Proposal deadline
March 8, 2019	Completeness findings distributed
March 12, 2019 5:00 p.m.	Deadline for eligible Applicants to deliver hard copies of Proposals
April 16-17, 2019 (**Only if needed** – April 15 and 18)	Capacity Interviews. Interviews will ONLY be held on these days; applicants are requested to **keep the dates entirely open in their calendars**. Applicants will be notified of their assigned interview time as soon as possible. Due to significant logistical challenges, it is unlikely that any changes to assigned interview times will be possible.
April 22-26, 2019 (**Only if needed** – April 29-May 3, 2019)	Public Forums. Public Forums will ONLY be held on these days; applicants are requested to **keep the dates entirely open in their calendars**. The Application Coordinator will work with applicants to determine their Public Forum date as soon as possible. Due to significant logistical challenges, it is unlikely that any changes to the agreed upon Public Forum will be possible.
May 16, 2019	Recommendation Reports Released
May 16, 2019 5:00 p.m.	Deadline for public comments regarding eligible Applicants
May 27, 2019	Deadline for Applicant withdrawal
May 30, 2019	Commission Resolution Meeting: Commission will pass resolutions approving or denying charter school applications. Applicants are invited to attend the Resolution Meeting where they will be allowed to provide a short presentation regarding their application and then engage in a question and answer session with Commissioners.
June 3, 2019	Applicant request for optional debriefing due
June 4-7, 2019	Optional Applicant debriefings
Within five business days of debriefing	Deadline for filing Protest
August 28, 2019	Deadline for final contracts to be signed

CATEGORY 1: GENERAL INFORMATION

Section A: School Information

1. School Name;
2. School Type (Elementary, Elementary/Middle, Middle, Junior High, Middle/High, High);
3. Grade Levels Served (K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12);
4. School District;
5. Neighborhood/Community;
6. Phone;
7. Fax;
8. Website Address;
9. Street Address;
10. Sponsoring Entity (Nonprofit Organization, Governmental, College or University, State Board of Education);**
11. Open Date;
12. Contracted Educational Service Provider (EMO, CMO, Other);
13. Calendar Type (Standard or Extended School Year); and
14. Number of Instructional Days.

Section B: Primary Contact Person

1. Name;
2. Position;
3. Address;
4. Mobile Phone;
5. Alternate Phone;
6. Email address; and
7. Current Employer.

**In Washington state, a "charter school applicant" must be a nonprofit corporation that 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.

Section C: Enrollment Projections

Complete the template provided. This table is derived from the applicant's School Information in Section A regarding grades served. The number of students must include the minimum and maximum planned enrollment per grade per year.

Section D: Current and Prospective Board Member Roster

1. Name;
2. Title on Board;
3. Contact (Phone & Email Address);
4. Mailing Address; and
5. Current Employer.

Section E: Start-Up Team

1. Name;
2. Title/Position on Start-up Team;
3. Contact (Phone & Email Address);
4. Mailing Address; and
5. Current Employer.

CATEGORY 2: EXECUTIVE SUMMARY

Section 1: Executive Summary (1500 Words)

The Executive Summary should provide a concise summary of the following:

1. **Educational Need, Anticipated Student Population, and Challenges**: Describe the proposed student population and the educational needs of the anticipated student population and non-academic challenges the school is likely to encounter. Explain how the school will increase opportunity and/or access to students who have been identified as at-risk as defined in RCW 28A.710.010(2). Provide the rationale for the number of students and grade levels served in year one of the attendance projection and the basis for the growth plan in the enrollment attendance projection (Section C of Category 1: General Information of the online application portal). Describe how the applicant team has assessed demand and/or need for the school.

2. **Geographic Location**: Describe the geographic location of the school and the rationale for selecting the school location, and student body. Be explicit in the rationale for the location and align to the evidence of educational need, community/parent demand, anticipated student population and challenges. Identify any enrollment priorities the school intends to employ, consistent with applicable restrictions on enrollment eligibility and selection.

3. **Plan, Mission, Vision, and Goals:** Describe the school plan and state the mission, vision, and goals of the proposed school.
   - **a.** The **vision** is a statement of the fundamental purpose of the school, describing why it exists; the **mission** statement outlines how the school will operate and what it will achieve long term. The mission and vision statements provide the foundation for the entire application. The mission and vision statements, taken together, should:
     - **i)** Identify the students and community to be served;
     - **ii)** Articulate the long-term goals for the school and the students it serves;
     - **iii)** Illustrate what success will look like; and
     - **iv)** Align with the purposes of the Washington charter school law (RCW 28A.710) and the Commission's stated priorities for new schools (WAC 108).
   - **b.** The long-term **goals** should articulate what the school hopes to achieve once it is at capacity and fully operational. Unlike the mission-specific goals, these are meant to be long-range and speak to operational and academic success.

4. **Request for Additional Planning Year.** If the applicant is planning to open their school in the fall of 2021, please provide a rationale for this request. An applicant must describe the circumstances surrounding the proposed delay in opening the school.

Attachment 1: Pending Authorization and School Opening Form

CATEGORY 3: EDUCATIONAL PROGRAM DESIGN AND CAPACITY

Section 2: Family and Community Involvement (1300 Words)

1. Describe and provide evidence of how the school has assessed parent/guardian and community demand for the proposed school.

2. Describe the specific role to date of the parents/guardians and community members involved in developing the educational program and proposed school.

3. Describe how the school will engage parents/guardians in the life of the school and share how this plan will be culturally inclusive. Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe in detail any commitments or volunteer activities the school will seek from or offer to parents/guardians.

4. Describe the community resources that will be available to students and families. Describe any existing and/or anticipated partnerships or contractual relationships the school has or will have with community-based organizations, including those that serve culturally-specific populations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as **Attachment 2**, existing evidence of support from intended students, families and/or community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Section 3: Program Overview (1500 Words)

The Program Overview should:

- Describe how the applicant will "provide a program of basic education that meets the goals in RCW 28A.150.210, including instruction in the essential academic learning requirements and participates in the statewide student assessment system;"
- Provide the Educational Program Terms, including the essential design elements of the school model;
- Provide evidence that the educational program or essential design elements of the program are based on proven methods. Provide evidence that the proposed educational program has a

sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population; and
- Highlight the culturally responsive aspects of the program.

The Educational Program Terms identify the characteristics of the essential components of the educational program that the applicant considers critical to the school's success *and* for which the applicant is prepared to be held accountable to the Commission and the public. The Commission's oversight and evaluation of the proposed school's educational program will focus on successful implementation of the program's design elements and educational program terms. **Applicants should identify no fewer than three and no more than five Educational Program Terms.**

The Educational Program Terms should be *minimum* expectations. Applicants need not – and should not – include all of the things that they want the school to be. Rather, applicants should include a set of minimum measurable programmatic components that will enable the Commission to objectively validate that the program the proposed school is offering is fundamentally consistent with what the school is advertised to be.

Articulate the Educational Program Terms in a way that indicates the objective measurable evidence that can be used to determine whether the proposed school has met the expectations. Avoid general statements about the school culture or learning environment. **Focus on specific, measurable components** that will establish that culture or learning environment.

The Educational Program Terms will become an attachment to the charter contract. It will not replace the Commission's ultimate focus on performance standards set out in the Academic Performance Framework.

Note: The Educational Program Terms are different from *mission-specific goals* (Section 23) that the proposed school must develop as a part of its Academic Performance Framework, because Educational Program Terms focus on *process* rather than student *outcomes*. In other words, the mission-specific academic performance goals focus on what students will *achieve.* By contrast, the Educational Program Terms should capture the essentials of what students will *experience.* See the Commission's website for examples of Educational Program Terms.

Section 4: Curriculum and Instructional Design (2700 Words)

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures that all students will meet or exceed the state standards.

1. Describe the basic learning environment (e.g., classroom-based, independent study) and essential design elements, including class size and structure. Demonstrate alignment to the school's mission and vision. Include in your description how the learning environment is culturally responsive.

2. Give an overview of the planned curriculum. Identify course outcomes and demonstrate alignment with applicable state standards. Provide, as **Attachment 3**, a sample course scope and sequence for one subject in one grade of each division (elementary, middle, high school) the school will serve.

3. If the curriculum is fully developed, summarize curricular choices such as textbook selection, by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the anticipated student population. Describe how the curriculum is vertically and horizontally aligned for all grades the school will serve. Include a description of how the school developed a curriculum that is culturally responsive and free of bias (i.e. racial, gender, etc.).

   -OR-

   If the curriculum is not already developed, provide, as **Attachment 4**, a plan for how the curriculum will be developed between approval of the application and the opening of the school, including who will be responsible and when key stages will be completed. Describe how the curriculum will be vertically and horizontally aligned for all grades the school will serve; and how the curriculum will be appropriate and effective for the anticipated student population. Include a description of how the school will develop a curriculum that is culturally responsive and free of bias (i.e. racial, gender, etc.).

4. Describe the primary instructional strategies that the school will expect teachers to use, how these strategies are culturally responsive, and why they are well-suited for the anticipated student population.

5. Describe the processes, methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

Section 5: Student Performance Standards (1300 Words)

Responses to the following items regarding the proposed school's student performance standards must be consistent with Washington State K-12 Learning Standards.

1. Provide and describe how the school as a whole will meet the Washington State K-12 Learning Standards.

2. If the school plans to adopt or develop additional academic standards beyond the state standards, or non-academic standards, provide an explanation of the types of standards (content areas, grade levels). Be sure to highlight and describe how the proposed standards exceed the state standards.

3. Explain the school policies and standards for promoting students from one grade to the next. Describe how and when promotion and graduation criteria will be communicated in a culturally responsive manner to parents/guardians and students.

4. Provide, as **Attachment 5**, the school's exit standards for graduating students or students completing the last grade in that school. These exit standards should clearly set forth what students in the last grade served will know and be able to do, and meet or exceed all state grade level expectations.

Section 6: High School Graduation Requirements (High Schools Only) (700 Words)

High schools will be expected to meet the state graduation standards as established by the Washington State Board of Education (SBE).

1. Describe how the school will meet the requirements described in **Attachment 5.** Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, explain the additional requirements.

2. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce).

3. Explain the systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

Section 7: School Calendar and Schedule (400 Words)

1. Describe the annual academic schedule for the school. Explain and demonstrate how the calendar reflects the needs of the educational program and meets Washington state minimum instructional requirements as stated in RCW 28A.150.220(2). In **Attachment 6**, provide the school's proposed calendar for the first year of operation, including the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state

assessment days. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. A definition of "Instructional Hours" is provided in RCW 28A.150.205. Provide, also in **Attachment 6**, a sample daily and weekly schedule for each division of the school. The application must provide the formula or calculation for the total annual number of instructional hours/days.

2. Describe the structure of the school day and week. Include the number of instructional hours/ minutes in a day for core subjects, such as language arts, mathematics, science, and social studies as well as any school-specific educational program terms or design elements. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.

Section 8: School Culture (2000 Words)

1. Describe the culture of the proposed school. Explain how it will promote a positive and culturally inclusive academic environment and reinforce intellectual and social development for students.

2. Describe how the school will create and implement this culture for students, teachers, administrators, and parents/guardians starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.

3. Describe and demonstrate how the school culture will be culturally responsive and take account of and serve students with special needs, including students receiving special education services, English Language Learners (ELLs), and any students at risk of academic failure.

4. Describe a typical school day from the perspective of a student in a grade that will be served in the school's first year of operation.

5. Describe a typical instructional day for a teacher in a grade that will be served in the school's first year of operation.

Section 9: Supplemental Programming (700 Words)

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours, days and weeks. Provide a description of the anticipated participants, including number of students and the methods used to identify them. Describe the anticipated resource and staffing needs for these programs and how they will be

funded. Address the processes for determining attendance when student interest/need exceeds capacity.

2. Describe any extra-curricular, co-curricular, or other student-focused activities or programming the school will offer, including how often they will occur, how they will be culturally responsive, and how they will be delivered and funded. Address the process when student interest in the program exceeds capacity. Applicant must describe how the school will pay for student participation in district sponsored interscholastic programs.

3. Describe the specific programs or strategies the school will employ to address mental, emotional, and social development and health for all students, and describe how these strategies will be culturally responsive.

4. Describe the plan for outreach to parents to apprise them of supplemental programming opportunities. Describe how this plan will be culturally inclusive.

Section 10: Special Populations and At-Risk Students (6000 Words)

Schools are responsible for hiring licensed and endorsed special education professionals pursuant to federal and state law. School personnel shall participate in developing Individualized Education Plans (IEPs), identify and refer students for assessment of special education needs, maintain records, and provide the delivery of special education instruction and services, as appropriate. All responses should indicate how the school will comply with applicable laws and regulations governing service to these student populations.

1. Describe the overall plan to serve students with special needs, including, but not limited to, students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out. The plan should address how the school will meet students' needs in the least restrictive environment.

2. Identify the special populations and at-risk groups that the school expects to serve and explain the basis for these assumptions. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of all students.

3. Specifically explain how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports the school will provide, including the following:

a. Methods for identifying students with special education needs and avoiding misidentification;
b. Specific scientifically research based interventions the school will provide to support the identification of needs for students with disabilities;
c. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic, social, emotional, and functional success for students with special education needs;
d. Plans for monitoring and evaluating the academic, social, emotional, and functional performance) progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the IEP;
e. Plans for developing, monitoring, and evaluating the progress and success of supports and services for students with disabilities as set forth in 504 Plans;
f. Plans for promoting graduation for students with special education needs (high schools only); and
g. Plans to provide adequate qualified staffing for the anticipated special needs population.

4. Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:
   a. The charter school will identify and place English learners in the English language development program (ESEA Sec. 8101 (20));
   b. The charter school will make available to all English learners a transitional bilingual instructional program or, if the use of two languages is not practicable as provided in WAC 392-160-040, an alternative instructional program (WAC 392-160-010);
   c. The charter school will monitor and evaluate the academic progress and success of English learners, including the exiting of students from EL services (ESEA Sec. 3121(a)(b)(c); and RCW 28A.180.040(g));
   d. The charter school will provide adequate, qualified staffing for English learners (Title VI of the Civil Rights Act of 1964, 34 CRR §100.3);
   e. The charter school will meet the parent notification requirements for families of English learners (WAC 392-160-015);

5. Explain how the school will meet the needs of homeless students and students in foster care.

6. Explain how the school will identify and meet the learning needs of at-risk students as defined in RCW 28A.710.010(2):

   "At-risk student" means a student who has an academic or economic disadvantage that requires assistance or special services to succeed in educational programs. The term

includes, but is not limited to, students who do not meet minimum standards of academic proficiency, students who are at risk of dropping out of high school, students in chronically low-performing schools, students with higher than average disciplinary sanctions, students with lower participation rates in advanced or gifted programs, students who are limited in English proficiency, students who are members of economically disadvantaged families, and students who are identified as having special educational needs.

7. Describe how the school will identify and meet the needs of highly capable students, including the following:
   - **a.** Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
   - **b.** Plans for monitoring and evaluating the academic progress and success of intellectually gifted students; and
   - **c.** Plans for providing qualified staffing for intellectually gifted students.

Section 11: Student Recruitment and Enrollment (600 Words)

1. Describe the school's plan for student recruitment and marketing and how it is culturally inclusive and will provide equitable access to interested students and families. Specifically describe the school's plan for outreach to at-risk students. The plan must adhere to admissions and enrollment practices outlined in RCW 28A.710.050

2. Provide, as **Attachment 7**, the school's enrollment policy, which should demonstrate cultural inclusiveness and include the following:
   - **a.** Tentative dates for application period and enrollment deadlines and procedures, including an explanation of how the school will receive and process Intent to Enroll forms;
   - **b.** A timeline and plan for student recruitment/engagement and enrollment;
   - **c.** The lottery procedures that will be used should student interest exceed capacity. These lottery procedures shall be publicly noticed and open to the public; however, the school must grant enrollment preference to siblings of already enrolled students, with any remaining enrollments allocated through the lottery;
   - **d.** If applicable, how the school will offer a weighted enrollment preference for at-risk students or children of full-time employees of the school; and
   - **e.** Policies and procedures for student waiting lists, withdrawals, reenrollment, and transfers.

Section 12: Student Discipline Policy and Plan (1500 Words)

1. Describe in detail the school's approach to student discipline. Provide, as **Attachment 8**, the school's proposed discipline policy. The proposed policy must be culturally responsive and

comply with any applicable state laws and Commission policies, including, but not limited to, RCW 28A.150.300. The plan should provide evidence that it is based on research, theory, experience, or best practice. The description of the school's approach and the proposed policy should address each of the following:

a. Equitable and fair practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;

b. A list and definitions of the offenses for which students in the school must (where nondiscretionary) and may (where discretionary) be suspended or expelled, respectively;

c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;

d. Highlight how the school will address potential disproportionate discipline rates based on race, ethnicity, gender, etc.; and

e. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.

2. Describe how students and parents/guardians will be informed of the school's discipline policy.

Section 13: Educational Program Capacity (1200 Words)

1. Identify the key members of the school's leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school's educational success. These individuals may include current or proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school's development and operation.

2. Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:

a. School leadership, administration, and governance;

b. Curriculum, instruction, and assessment;

c. Performance management;

d. Cultural competence/inclusiveness;

e. Family and community engagement; and

f. Special populations.

3. Specifically describe the applicant's ties to and/or knowledge of the proposed community that the school will serve.

4. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned roles and any resources they have contributed or plan to contribute to the school's development.

5. Identify the principal/head of school candidate and explain why this individual is well qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence (i.e. student performance data, etc.) of the leader's ability to effectively serve the anticipated population .Discuss the evidence that demonstrates capacity to practice cultural competency and design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs or other relevant leadership roles in which they have served, completed or participated. Provide, as **Attachment 9**, the qualifications and resume for this individual.

   —OR—

   If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and provide, as **Attachment 9**, a job description and qualifications for the school leader and a plan for recruiting and hiring a strong and compatible leader.

6. Describe the responsibilities of the school's leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions. For any positions not yet filled, provide a timeline, criteria, and process for recruitment and hiring. Please describe how this plan for recruitment and hiring will be culturally inclusive. Provide, as **Attachment 10**, the qualifications and resumes for the identified members of the leadership team, and for each position not yet filled, include job descriptions and qualifications.

7. Describe in detail who is currently working or who will work on a full-time or nearly full-time basis following approval of the charter to lead development of the school and the plan to compensate these individuals.

CATEGORY 4: OPERATIONS PLAN AND CAPACITY

Section 14: Legal Status and Governing Documents (750 Words)

1. Describe the proposed school's legal status, including nonprofit status and federal tax-exempt status.

2. Submit, as **Attachment 11**:
   - **a.** Articles of Incorporation;
   - **b.** Proof of nonprofit status and tax-exempt status (or copies of filings for the preceding items or other evidence);
   - **c.** Bylaws;
   - **d.** Board Chair signed Statement of Assurances; and
   - **e.** Other governing documents already adopted.

3. Describe any subsidiaries owned or affiliated with the nonprofit submitting this charter school application. Describe any other organizational/business endeavors in which the nonprofit that is submitting this charter school application is involved.

4. If the applicant does not already operate one or more schools, including charter management organizations (CMOs), as well as applicants proposing to contract with ESPs, please describe organization's five-to-ten-year growth plan regarding the total number of charter schools it hopes to operate in Washington State. Include discussion of the organization's capacity to successfully support and execute that plan, including business plans to support anticipated growth.

Section 15: Organization Structure and Partnerships (500 Words)

1. Submit, as **Attachment 12**, organization charts that show the school governance, management, staffing plan, and structure in:
   - **a.** The first year of school operations;
   - **b.** At the end of the 5-year charter term; and
   - **c.** When the school reaches full capacity, if in a year beyond the first charter term.

   Each organization chart must clearly delineate the roles and responsibilities of and lines of authority and reporting among the governing board, school leader, management team, staff,

any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also document clear lines of authority and reporting within the school.

2. Describe any other proposed or existing partnerships or contractual relationships that will be central to the school's operations or mission. Provide, as **Attachment 13**, copies of the proposed contract(s). Be sure to address and describe any services to be contracted, such as business services, payroll, auditing services, program management, and professional development, including the anticipated costs and criteria for selecting such service.

Section 16: Governing Board (2200 Words)

1. Describe the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.

2. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board.

3. Explain how this governance structure and composition will help ensure that:
   - **a.** The school will be an educational, financial and operational success;
   - **b.** The board will evaluate the success of the school, school leader and itself;
   - **c.** There will be active and effective representation of key stakeholders, including parents; and
   - **d.** The school will be a culturally responsive education system.

4. For each <u>current</u> and <u>proposed</u> board member identified in Category 1 Section D (Board Member Roster), summarize each member's desire to serve on the school's board and qualifications for holding this position. In **Attachment 14**, provide the following documents for each individual identified:
   - **a.** Completed and signed Board Member Disclosure Form;
   - **b.** Board member resume

5. In **Attachment 15,** provide a signed assurance that background check verification for each board member and school leader has been initiated and will be completed within the timetables set forth in the Sample Contract: Attachment 1, Pre-Opening Process and Conditions.

6. Explain the procedure by which board members have been and will be selected. Describe how often the board meets. Discuss the plans for any committee structure.

7. Describe plans for increasing the capacity of the governing board. Discuss how the board will expand and develop over time. Describe how new members will be recruited and added, and how vacancies will be filled. Describe the orientation or training new board members will receive, and the kinds of ongoing development/training existing board members will receive. The plan for training and development should include:
   - **a.** A timetable/schedule;
   - **b.** Specific topics to be addressed;
   - **c.** Participation requirements; and
   - **d.** Development of cultural competence.

8. If the current applicant team does not include the formal school governing board, explain how and when the transition to the formal governing board will take place.

9. If this application is being submitted by an existing nonprofit organization whose core mission is NOT the operation of charter schools, respond to the following:
   - **a.** Indicate whether the existing nonprofit board governs the new school;
   - **b.** To what extent the school will be a new nonprofit corporation governed by a separate board;
   - **c.** If the current nonprofit's board will govern the charter school, describe the steps taken to transform its board membership, mission, and bylaws to assume its new duties as a charter public school board. Describe the plan and timeline for completing the transition and orienting the board to its new duties; and
   - **d.** If a new board has been formed, describe what, if anything, its ongoing relationship to the existing nonprofit's board will be. This should also be represented on the applicant's organizational chart.

10. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment 16**, the board's proposed:
    - **a.** Code of Ethics Policy; and
    - **b.** Conflict of Interest Policy.

11. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved. Discuss specific steps that the board will take to avoid any actual or perceived conflicts.

Section 17: Advisory Bodies (300 Words)

Describe any school advisory bodies or councils to be formed, including the role(s), duties, and authority of each. Describe the planned composition of the advisory body and the strategy/selection process for achieving that composition; the role of parents/guardians, students, and teachers (as applicable); and the reporting structure as it relates to the school's governing body and leadership.

Section 18: Grievance/Complaint Process (750 Words)

Describe in detail the established school process for resolving public complaints, including complaints regarding curriculum and/or parent or student objections to a governing board policy or decision, administrative procedure, or practice at the school, or the school leader and/or principal's performance. The process should include how the final administrative appeal is heard by the governing board.

Section 19: District Partnerships (300 Words)

Describe any district partnership activities and/or meetings during the application development process. If applicable, provide any proposed partnership agreement between the proposed charter school and the school district where the school is proposed to be located. Include the terms of that agreement and/or partnership. As applicable provide, as **Attachment 17**, Memorandum of Understanding (MOU) or other partnership documentation (i.e. letters of support/partnership, etc.).

Section 20: Education Service Providers (ESP) and Other Partnerships (300 Words)

1. If the school intends to contract with an ESP for the management of the school for substantial educational services, address the following:
   - **a.** Provide evidence of the nonprofit ESP's success in serving student populations that are similar to the anticipated population, including demonstrated academic achievement, as well as successful management of nonacademic school functions, if applicable;
   - **b.** As **Attachment 18**, provide a term sheet that includes:
     - **i.** Proposed duration of the service contract;
     - **ii.** Roles and responsibilities of the governing board, school staff, and ESP;
     - **iii.** Scope of services and resources to be provided by the ESP;
     - **iv.** Performance evaluations measures and timelines;
     - **v.** Compensations structure, including clear identification of all fees to be paid to the ESP;
     - **vi.** Methods of contract oversight and enforcement;
     - **vii.** Investment disclosure; and
     - **viii.** Conditions for renewal and termination of the contract.

2. Disclose and explain any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.

Section 21: Staffing Plans, Hiring, Management, and Evaluation (2500 Words)

1. Describe the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts.

2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.

3. Describe the school's strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state rules and regulations regarding staff qualifications and accountability plan. Explain how this plan includes culturally inclusive hiring practices. Explain other key selection criteria and any special considerations relevant to the school's design.

4. Outline in detail the school's procedures for hiring and terminating school personnel, including the process and timeline for conducting criminal background checks.

5. Provide, as **Attachment 19**, a completed staffing chart for the school, prepared using the template provided by the Commission. The staffing chart and accompanying notes or roster should identify the following:
   - **a.** Year one positions, as well as positions to be added during the five (5) year charter contract;
   - **b.** Administrative, instructional, and non-instructional personnel;
   - **c.** The number of classroom teachers, paraprofessionals, and specialty teachers; and
   - **d.** Operational and support staff;
   - **e.** And a description of the supervisory and/managerial relationships that exist between the school's senior-level administrative team and the rest of the staff.

6. Provide the teacher-student ratio, as well as the ratio of total adults to students for the school.

7. Explain how the school leader will be evaluated each school year. Provide, as **Attachment 20**, any leadership evaluation tool(s) that the applicant team has identified or developed already.

8. Explain how teachers will be evaluated each school. Provide, as **Attachment 21**, any teacher evaluation tool(s) that already exist for the school, or state if the school intends to follow the state teacher evaluation plan.

Section 22: Professional Development (1200 Words)

Describe the school's teacher and staff professional development expectations and opportunities, including the following:

1. Identify the person, position, or organization responsible for professional development.

2. Describe in detail the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program. Please describe how the professional development plan will include the development and practice of cultural competence for all staff, as well as staff capacity in the collection, analysis and use of performance data to improve student learning and evaluate the school's culture and climate. Discuss the extent to which the professional development will be conducted internally or externally and will be individualized or uniform.

3. Provide, as **Attachment 22**, a schedule and description of any specific professional development that will take place prior to school opening. Provide a detailed description of what will be addressed during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods. Include safety and child abuse training.

4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration in this discussion and specify how this time will typically be used.

Section 23: Performance Framework (1000 Words)

The Commission will evaluate the performance of every charter school annually and for renewal purposes according to the Performance Framework. Per Washington Administrative Code (WAC) 108-30, the Performance Framework is a set of academic, financial, and organizational performance standards. The academic performance standards will consider proficiency, growth, and comparative performance based on federal, state accountability measures, and attainment of mission-specific goals. The financial performance standards will be based on standard accounting principles and industry standards for sound financial operation. The organizational performance standards will be based primarily on

compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Applicants must propose to supplement the Commission's Performance Framework measures with school and mission-specific academic and organizational goals. The Commission encourages applicants to closely examine the Performance Framework, and they are invited to incorporate the Performance Framework into their educational and organizational performance systems.

1. Provide, as **Attachment 23**, a completed mission-specific goals form with the school's mission-specific **academic and organizational** goals and targets. Provide 1-3 goals **each** for academics and 1-3 goals for organizational effectiveness. State goals clearly in terms of the measures or assessments the school plans to use. All goals must be specific, measurable, action oriented, realistic, relevant, and time-bound.

2. In addition to all mandatory state assessments, identify the primary interim and/or formative assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's educational program, performance goals, and state standards. Be sure to address how the school will participate in all state required assessments.

3. If applicable, address how the school proposes to provide, at a minimum, summative norm-reference or criterion-based assessment data which demonstrates student growth and proficiency for students in grade levels not assessed by the state (i.e. K through grade 2 or High School grades).

4. Describe in detail how the school will measure and evaluate academic progress (of individual students, student cohorts, and the school as a whole) throughout the school year, at the end of each academic year, and for the term of the charter contract.

5. Describe how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

6. Identify the person(s) or position(s) and/or entities responsible for managing the data, including collection, disaggregation, and analysis of all assessment data **with and for classroom teachers**.

Section 24: Facilities (800 Words)

Charter school facilities must comply with applicable state and local health and safety requirements. In addition, charter school applicants must be prepared to follow applicable city planning review procedures.

1. Describe the basic facilities requirements for accommodating the school as proposed, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.

2. Explain anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include, but are not limited to, the following: science labs, art rooms, computer labs, a library/media center, performance/dance rooms, auditorium, etc.

3. Describe anticipated administrative/support space needs, including anticipated number of each: main office, satellite office, work room/copy room, supplies/storage, teacher work rooms, etc.

4. Explain which, if any, of the following are essential to fulfillment of the core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc.

5. Identify any other significant facilities needs not already specified, for example: Americans with Disabilities Act (ADA) accessibility requirements, playground, large common space, other special considerations (identify and explain).

6. Describe the steps already taken to identify prospective facilities, as well as the process for identifying and securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc.

7. If the applicant currently holds a facility or has an MOU or other proof of intent to secure a specific facility, briefly describe the facility, including location, size, and amenities.
   a. Provide proof of the commitment as **Attachment 24**.
   b. **Attachment 24** may also include up to 10 (ten) pages of supporting documents providing details about the facility.

Section 25: Start-Up and Ongoing Operations (1400 Words)

1. Provide, as **Attachment 25**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the start-up budget.

2. Describe the school transportation plan and arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.

3. Summarize the plan for safety and security for students, the facility, and property, and how that plan complies with all federal, state, county, and city health and safety laws. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

4. Outline the plans for food service and other significant operational or ancillary services.

5. Provide, as **Attachment 26**, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance include, but are not limited to, workers' compensation, unemployment compensation, general liability, property, indemnity, directors and officers, motor vehicle, and errors and omissions. Applicants should ensure that they have the coverage identified in the sample contract (§ 13.1).

Section 26: Operations Capacity (800 Words)

1. Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
   a. Staffing;
   b. Professional development;
   c. Performance management;
   d. General operations;
   e. Facilities management; and
   f. State and Federal compliance.

2. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

CATEGORY 5: FINANCIAL PLAN AND CAPACITY

Section 27: Financial Plan (2600 Words)

1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.

2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.

3. Describe the school's plans and procedures for contracting for an annual independent audit of the financial operations of the school.

4. Describe how the school will ensure financial transparency to the Commission and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.

5. Submit a completed Financial Plan Workbook (Commission Template), as **Attachment 27**. Be sure to complete all sheets in the Workbook. In developing the budget, please use the per-pupil revenue guidance provided by the Commission.

6. As **Attachment 28**, present a <u>detailed budget narrative</u>, including description of assumptions and revenue estimates that includes, but is not limited to, the basis and calculations for revenue projections, staffing levels, and expenditures. The narrative response should specifically address the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). The budget narrative should include the following:
   - **a.** Anticipated funding sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Describe any restrictions on access to, or use of, any identified funding sources. Include evidence of commitment for any funds on which the school's core operation depends;
   - **b.** Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated;
   - **c.** Describe in detail the year one cash flow contingency, in the event that revenue projections are not met in advance of opening, and

d. Provide, as **Attachment 29**, evidence of philanthropic funding commitments.

7. Provide, as **Attachment 30**, the school's long-term fundraising plan. Be sure to include specifics about the timeline as well as the person responsible for each task. The plan should describe how the school will sustain any necessary fundraising, who will take the lead in implementing the plan, and how board members will be engaged in fundraising and plan implementation.

Section 28: Financial Management Capacity (500 Words)

1. Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:

a. Financial management;

b. Fundraising and development; and

c. Accounting and internal controls.

2. Provide, as **Attachment 31**, the most recent internal financial statements, including balance sheets and income statements for the organization and any related business entities. Be sure that the school level and overall operations are distinctly represented.

3. For the organization as a whole and any related business entities, provide, as **Attachment 32**, the last three years of independent financial audit reports and management letters.

CATEGORY 6: EXISTING OPERATORS

Section 29: Existing Operators or Proposed Charter Management Organization Development (2700 Words)

Applicants who already operate one or more schools, including charter management organizations (CMOs), or applicants who plan to grow into their own CMO must respond to the following:

1. Provide a detailed description of the organization's growth plans and capacity to successfully support and execute that plan, including business plans to support anticipated growth. The description must also include the organization's overall growth plan regarding the total number of charter schools it hopes to operate in Washington State.

2. Using the Portfolio Summary Template, complete all requested information for each of the organization's schools and provide as **Attachment 33**.

3. For applicants authorized to open a school in the 2017 school year and beyond, **whether by the Commission or another authorizer**, provide a status report regarding compliance with each preopening condition.

4. Disclose any schools that have been closed or non-renewed, or charters that have been revoked by any authorizer.

CATEGORY 7: OPTIONAL FEDERAL CHARTER SCHOOL PROGRAM (CSP) PLANNING AND IMPLEMENTATION GRANT

Section 30: OPTIONAL Federal Charter School Planning and Implementation Grant (1500 Words)

Background

Authorized by Title V, Part B of the Elementary and Secondary Education Act (ESEA) (P.L. 107-110), the federal Charter Schools Program (CSP) provides funding to State Educational Agencies (SEA) with the purpose to increase national understanding of the charter school model and expand the number of high-quality charter schools available to students across the nation by providing financial assistance for planning, program design, and initial implementation of new charter schools, and to evaluate the effects of charter schools, including their effects on students, student academic achievement, staff, and parents.

The Office of Superintendent of Public Instruction (OSPI) was awarded a competitive CSP grant under this federal program for $6,973,743. In order to improve efficiency, OSPI's federally approved grant application proposes that the comprehensive New Charter School Application for both the Washington State Charter Schools Commission (Commission) and approved school district authorizers will serve as the application for CSP subgrants. This portion of the New Charter School Application was designed to minimize redundancies in application preparation as both the CSP and New School Application require similar information.

While the New Charter School Application will serve as the application for the CSP subgrant, the authorization of a charter school by a Washington charter school authorizer *will not* guarantee OSPI's approval of a CSP subgrant award. Additionally, the OSPI CSP grant management staff will conduct its own independent review to determine eligibility of potential subgrantees, the proposed subgrant specific goals, budgets and line items.

Note: This section of the New Charter School Application is an ***optional*** section. Completion or non-completion does not impact an application's approval rating. In order to receive a federal planning and/or implementation subgrant, a school must first be authorized, have their charter contract signed by the Commission, and have an approved affirmative motion by the charter school's Board stating compliance with the CSP Statement of Assurances (Attachment 36). Subgrantees are required to work

directly with OSPI's CSP grant management staff in order to comply with all processes and procedures of the CSP grant, and are subject to additional oversight and reporting requirements specific to the CSP grant.

Purpose of the CSP Grant

The Office of Superintendent of Public Instruction (OSPI) has received a competitive grant under this federal program to carry out the following objectives:

Objective 1: Increase and sustain the number of new, high-quality charter schools in Washington state through sub-grants for planning, program design and implementation.

Objective 2: Increase the number of high-quality charter school seats by enhancing the capacity of charter school leaders and board members at new and existing charter schools.

Objective 3: Increase the quality of the state's charter school authorizer infrastructure through technical assistance, training, and access to necessary resources.

The Washington SEA CSP grant offers two types of subgrant awards:

a. One-year *planning and design* of the new charter school educational program subgrants, and
b. Up to two-year *initial implementation* of the new charter school subgrants.

Washington CSP Sub-grant Awards CSP Grant Period (2016-2019)				
Award Type	**Planning and Design**	**Year 1 Implementation**	**Year 2 Implementation**	**Total Possible Funds Awarded per School**
Amount	[redacted] (1 year only)	[redacted]	[redacted]	[redacted] (Not to exceed $800,000)

Uses of Funds

The CSP Grant is a reimbursement program, which means recipients will be reimbursed following proof of spending on allowable, approved activities.

Under the allowable activities described in the ESEA, Title V, Part B, Section 5204(f)(3), grant funds must be used for the following:

A. Post-award planning and design of the educational program, including refining results (standards) and measurements (evaluation) of progress toward those results.
B. Research-based professional development for teachers and other staff that includes National Staff Development standards.
C. Initial implementation of the charter school including:

i. Informing the community about the school,
ii. Acquiring necessary equipment and educational materials and supplies,
iii. Acquiring, developing or aligning curriculum, and
iv. Other initial operational costs that cannot be met from State or local sources.

Additionally, applicants are responsible for obtaining and reviewing the Federal CSP Regulations and Guidance. Applicants are also responsible for being aware of the following relevant provisions: January 2014 CSP Nonregulatory Guidance; 2 CFR Part 180; Non-procurement Debarment And Suspension as adopted at 2 CFR Part 3485; Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards under 2 CFR Part 200 as adopted at 2 CFR Part 3474 (BLOCK 8); and 34 CFR Parts 75, 77, 79, 81, 82, 84, 86, 97, 98, 99(Education Department General Administrative Regulations, EDGAR).

Eligibility

All applicants must have been authorized by the Commission in order to be eligible to receive Washington State CSP Grant funds. Additionally, applicants must demonstrate that they meet the following federal definition of a public "charter school" in the ESEA (P.L. 107-110, Section 5210(1)):

A. In accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements outlined in subsequent paragraphs below;
B. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
C. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
D. Provides a program of elementary or secondary education, or both;
E. Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;
F. Does not charge tuition;
G. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, as amended, and Part B of the Individuals with Disabilities Education Act;
H. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
I. Agrees to comply with the same Federal and State audit requirements as do other elementary and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
J. Meets all applicable Federal, State, and local health and safety requirements;
K. Operates in accordance with State law; and

L. Has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.

The school must provide to OSPI the executed charter contract between the school and its authorizer, in addition to the school's enrollment policies to ensure that all relevant documents and practices comply with the federal definition and requirements of a charter school.

Technical Assistance and Professional Development

All applicants agree to participate in technical assistance (TA) and professional development (PD) as a condition of the CSP subgrant award. The goal of this training is to support subgrantees as they implement and manage their subgrant to ensure compliance with the terms set forth in this application. Trainings may be provided in conjunction with other TA and PD provided by OSPI and charter school authorizers as part of a school's pre-opening conditions, onboarding process, or ongoing compliance with a charter contract. Additional subgrant specific training may also be required.

Training topics may include operational processes, board and staff development, subgrant compliance, data systems, and reporting requirements. Notifications will be sent out in advance and every effort will be made to accommodate the subgrantee's availability. Application for subgrant funds indicates acknowledgment and consent to these requirements.

CSP Subgrant Monitoring

OSPI is committed to providing rigorous fiscal and programmatic monitoring of subgrantees to ensure the proper use of public funds. The importance of adhering to the following monitoring and compliance activities cannot be overstated. Failure to fulfill the requirements may lead to the denial of reimbursement funds or the rejection of a renewal application.

The OSPI grants management staff provides monitoring of subgrantees. This process includes, but is not limited to:

- The grant management staff reviews and approves each subgrant budget in iGrants prior to release of grant funds.
- Mid-year fiscal Desk Review protocols include review of subgrantee expenditure documentation and requests, inventory, amounts reported (allocations, cash receipts, monthly and total expenditures, and current accruals and obligations), and financial transparency compliance.
- Timely drawdown of subgrant funds is monitored on a quarterly basis at minimum.
- Budget revisions are reviewed and approved through iGrants.
- School Finance and Operations are reviewed as part of the Year 2 Implementation site visit.
- Grant management concerns and any corrective actions required are reported to the subgrantee's fiscal manager and authorizer.

Elements of OSPI programmatic monitoring include:

- Annual Performance Evaluation: A Renewal Proposal is required after the first CSP subgrant award year (either after the Planning year or after the Year 1 implementation). The renewal proposal describes the subgrantee's progress toward its grant project goals and objectives, reporting on grant expenditures, and school operations. Proposals that do not meet a minimum score are revised with assistance from the CSP grant management staff before additional grant funds can be fully released.
- A site visit by the CSP grant management staff to review progress toward subgrant goals, observe the educational program, confirm statutory compliance, discuss eligibility for and receipt of federal funds/programs, provide awareness of CSP grant requirements, certifications, and assurances.
- Review of charter documents and performance data.
- Any complaints, concerns, or findings brought to the attention of either charter authorizers or OSPI are investigated by OSPI and reported to the subgrantee and its authorizer, along with any suggested Technical Assistance and/or required corrective action.
- The Final CSP Subgrant Report is a programmatic monitoring element. The report includes final reporting of expenditures, EDGAR-compliant asset inventory, and progress toward Grant Project Goals and project objectives, including educational outcomes.

Use of a Weighted Lottery

In the event a subgrant applicant plans to use or establish weighted lottery system during their funding cycle, the school must submit a proposal, in advance, that is consistent with state and federal regulations, and receive approval by OSPI and the Department of Education in order to maintain eligibility for a subgrant award or renewal. Failure to comply with this requirement may result in the loss or renewal of this subgrant.

Award Process

Following the review of each subgrant application and authorization process, including the execution of a charter contract, award notification emails will be sent to applicants informing them of their award status. The notification may include a request for additional information which must be provided within 30 days. Once the final review is completed, the OSPI CSP grant management staff will provide necessary fiscal documents and instructions on the reimbursement process for the grant. Funds must not be spent or encumbered until the grant has received final approval. The approximate award date is October 1, 2018.

All goals and objectives stated in the application must be completed in the allowed budget period.

CSP-Specific Application Requirements

1. Provide specific CSP subgrant goals and objectives (no more than 5). State goals and objectives clearly in terms of the measures or assessments the school plans to use evaluate progress. All goals must be specific, measurable, action oriented, realistic, relevant, time-bound, and include targets. Goals may be similar or identical to the school's mission-specific goals, however, they must directly correspond to the proposed subgrant budget line items.
2. A description of how the subgrant funds will be used, including a description of how such funds will be used in conjunction with any other federal programs administered by the U.S. Secretary of Education.
3. A description of how the charter school will continue operation once the federal grant has expired.

In addition to the above requirements, to initially apply for this one-time planning grant, applicants must provide for the purposes of Section 30 of this application:

- **Attachment 34,** a signed CSP grant Statement of Assurances
- **Attachment 35,** the OSPI Project Budget Form and Budget Narrative with a line item detail of proposed expenditures. Be sure to read the General Budget Guidelines & Restrictions

For questions or assistance with regards to *this* section of the New School Grant Application, please contact Casey Caronna, CSP Grant Coordinator at [redacted]

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CENTER FOR RESEARCH ON EDUCATION OUTCOMES

Charter School Performance in the State of Washington

2019

PR/Award # U282A190002

Charter School Performance in the State of Washington

2019

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Center for Research on Education Outcomes
Stanford University
Stanford, CA
https://credo.stanford.edu

CREDO, the Center for Research on Education Outcomes at Stanford University, was established to improve empirical evidence about education reform and student performance at the primary and secondary levels. CREDO at Stanford University supports education organizations and policymakers in using reliable research and program evaluation to assess the performance of education initiatives. CREDO's valuable insight helps educators and policymakers strengthen their focus on the results from innovative programs, curricula, policies and accountability practices.

Acknowledgements

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CREDO also acknowledges the support of the Bill & Melinda Gates Foundation for this research.

Disclaimers

The views expressed herein do not necessarily represent the positions or policies of the organizations noted above. No official endorsement of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. The analysis and conclusions contained herein are exclusively those of the authors, are not endorsed by any of CREDO's supporting organizations, their governing boards, or the state governments, state education departments or school districts that participated in this study.

This research used data collected and maintained by the Washington State Office of Superintendent of Public Instruction (OSPI). Results, information and opinions solely represent the analysis, information and opinions of the author(s) and are not endorsed by, or reflect the views or positions of, grantors, OSPI or any employee thereof.

Table of Contents

Introduction 1
Study Approach 2
Washington State Charter School Landscape 4
Background of Charter Schools in Washington State 4
Enrollment Trajectories of Charter Students 5
Washington State Charter School Demographics 5
TPS and Charter Average Achievement 10
Analytic Findings of Charter School Impacts 15
Overall Charter School Impact on Student Progress 15
Charter School Impact by Growth Period 18
Charter School Impact by Students' Years of Enrollment 18
Charter School Impact by Students' Years of Enrollment and Growth Period 20
School-Level Analysis 21
Academic Performance of Student Subgroups 24
Charter School Impact for Students by Race/Ethnicity 24
Charter School Impact for Students in Poverty 30
Charter School Impact for Students in Poverty by Race/Ethnicity 32
Charter School Impact for Special Education Students 36
Charter School Impact for English Language Learners 38
Summary and Discussion 43
References 45
APPENDICES 46
Appendix A: Sample Size in Each Subgroup 47
Appendix B: Technical Appendix 48
Source of Student-Level Data 48
Power Analysis 48
Selection of Comparison Observations 50
Demographic Composition of Charter Students in the Study 53
Comparison of Starting Scores of Matched Students and VCRs 54
Measuring Academic Growth 55
Model for the Analysis of the Academic Impact of Charter Schools 56
Presentation of Results 57
Regression Output for the Overall Academic Impact of Charter Schools 59

Table of Figures

Figure 1: Overall Achievement of Charter and TPS Schools in Math and Reading 11
Figure 2: Achievement of Charter and TPS Schools in Seattle in Math and Reading 12
Figure 3: Achievement of Charter and TPS Schools in Tacoma in Math and Reading 13
Figure 4: Achievement of Charter and TPS Schools in Spokane in Math and Reading 14
Figure 5: Average Learning Gains in WA Charter Schools Compared to Gains for VCR Students 17
Figure 6: Impact by Growth Period, 2015-2017 18
Figure 7: Impact by Years in Charter 19
Figure 8: Impact by Years in Charter and Growth Period 20
Figure 9: Range of School-Level Learning Gains 22
Figure 10: Learning Gains of Black Students Benchmarked Against Learning Gains of White TPS Students 26
Figure 10a: Relative Learning Gains of Black Charter Students Benchmarked Against their Black TPS Counterparts 27
Figure 11: Learning Gains of Hispanic Students Benchmarked Against Learning Gains of White TPS Students 28
Figure 11a: Relative Learning Gains of Hispanic Charter Students Benchmarked Against their Hispanic TPS Counterparts 29
Figure 12: Overall Learning Gains for Students in Poverty Compared to Students not in Poverty, TPS and Charter 30
Figure 12a: Relative Learning Gains for Charter School Students in Poverty Benchmarked Against their TPS Peers in Poverty 31
Figure 13: Learning Gains of Black Students in Poverty Compared to Learning Gains of White TPS Students not in Poverty, TPS and Charter 32
Figure 13a: Relative Learning Gains of Black Charter School Students in Poverty Benchmarked Against their Black TPS Counterparts in Poverty 33
Figure 14: Learning Gains of Hispanic Students in Poverty Compared to Learning Gains of White TPS Students not in Poverty, TPS and Charter 34
Figure 14a: Relative Learning Gains of Hispanic Charter School Students in Poverty Benchmarked Against their Hispanic TPS Counterparts in Poverty 35
Figure 15: Overall Learning Gains for Students in Special Education Compared to Non-Special Education Students, TPS and Charter 36
Figure 15a: Relative Learning Gains for Charter School Students in Special Education Benchmarked Against their TPS Peers in Special Education 37
Figure 16: Learning Gains for Students with ELL Designation Compared to non-ELL Students, TPS and Charter 38
Figure 16a: Relative Learning Gains for ELL Charter School Students Benchmarked Against their TPS ELL Peers 39
Figure 17: Learning Gains of Hispanic Students with ELL Designation Compared to Learning Gains of White TPS Students without ELL Designation, TPS and Charter 40
Figure 17a: Relative Learning Gains for Hispanic Charter School Students with ELL Designation Benchmarked Against their Hispanic TPS Peers with ELL Designation 41

Appendix Figure 1: Graphic Output of Power Analysis 50
Appendix Figure 2: CREDO VCR Methodology 52
Appendix Figure 3: Comparison of Starting Math Scores of Matched and Students and VCRs 55
Appendix Figure 4: Comparison of Starting Reading Scores of Matched and Students and VCRs 55

Table of Tables

Table 1: Charter Schools in Washington by Location 5
Table 2: Statewide Comparison of Student Characteristics in TPS, Feeders, and Charters 7
Table 3: Comparison of Student Characteristics in Feeders and Charters in Seattle 8
Table 4: Comparison of Student Characteristics in Feeders and Charters in Spokane 9
Table 5: Comparison of Student Characteristics in TPS, Feeders, and Charters in Tacoma 9
Table 6: Transformation of Average Learning Gains to Days of Learning 16
Table 7: Performance of Charter Schools Compared to Traditional Schooling Alternatives in Washington State 23
Table 8: Charter School Impact on Student Subgroup Performance 42
Table 9: Summary of Statistical Significance of Findings for Washington Charter School Students Benchmarked Against Comparable TPS Students 44
Appendix Table 1: Number of Observations for All Results 47
Appendix Table 2: Minimum Detectable Effect Sizes, Overall 49
Appendix Table 3: Demographic Composition of Charter Students in the Study: Period 1 53
Appendix Table 4: Demographic Composition of Charter Students in the Study: Period 2 53
Appendix Table 5: The Overall Impact of Washington State Charter Schools on Learning Growth 59

List of Acronyms & Definitions

CREDO	Center for Research on Education Outcomes
OSPI	Office of Superintendent of Public Instruction
WWC	What Works Clearinghouse
EOC	End-of-Course Exam
ELA	English Language Arts
ELLs	English Language Learners
TPS	Traditional Public School
VCR	Virtual Control Record
NCES	National Center for Education Statistics
ALE	Alternative Learning Environment
HSC	Homeschooling Center
SpEd	Special Education
Feeder	A feeder school is a traditional public school whose students have transferred to a given charter school. We use students attending feeder schools as potential matches for students attending charter schools.
Growth	The year-to-year change in academic performance relative to one's peers. Growth can be positive or negative.

Charter School Performance in the State of Washington 2019

Introduction

Charter schools are among the education options in 44 states and the District of Columbia. From the first charter school opened in Minnesota in 1992 to the present day, these schools have operated semi-autonomously with public funding and discretion to design education programs that meet the needs of students, families and communities. In turn, charter schools are expected to deliver quality education or face consequences with the organization that has been tasked to authorize them and monitor their performance.

Controversy has been a constant companion to charter schools throughout their history. Charter school advocates hail the benefits of the sector such as increasing parental choice and introducing new school models. Opponents across the nation decry the reallocation of funds away from district schools as an existential threat to districts and raise questions about the commitment of charter schools to serve all students. Between these disagreements, little heed is paid to the actual performance of charter schools. Evidence about how well charter schools serve their students – and for which students the benefit is most pronounced – is largely absent from the debate.

The need for evidence about charter school performance is especially strong in Washington State, where charter schools have been fought over for more than a decade. Washington's initial charter school law, Chapter 28A.710 RCW, was originally enacted by public referendum with Initiative Measure No. 1240 and approved by the voters in the November 2012 general election. The first enabling law was passed in 2014, but met quickly with legal challenge. The Washington State Supreme Court, in League of Women Voters V. State of Washington, issued a decision on September 4, 2015, that invalidated the law in its entirety. The 2016 Legislature passed E2SSB 6194, which re-enacted the prior charter school law with amendments. The amended bill became law as Chapter 241, Laws of 2016, without the governor's signature. The new law was again challenged; in October 2018 the Washington State Supreme Court upheld the law as valid. With the legitimacy of charter schools no longer in question, their impact on their students' education takes on a more central focus.

This report studies charter students' performance in Washington State over three years of schooling, beginning with the 2014-2015 school year and ending with the 2016-2017 school year. Washington State's Office of Superintendent of Public Instruction (OSPI) authorized CREDO to use student level information to develop a

stringent analysis of the academic success of charter school students compared with traditional education experience. The support of the OSPI staff was critical to CREDO's understanding of the character and quality of the data we received. Additionally, the participants of the Washington State Charter Schools Association Conference held in April, 2018 provided invaluable information on the institutional arrangement of the educational landscape in the State. Though grateful for the help and support, CREDO independently developed the findings and conclusions presented here.

This report is the first in-depth examination of the impact of charter schools in Washington State on student performance. Others might judge this study as premature, given the small number of schools and the short history of school operations. Indeed, the small footprint of charter schooling in Washington plays a role in the results reported here. Regardless of the short and turbulent history, policy makers, funders and the schools themselves have been committed to transparency from the outset.

This report has two main benefits. First, it provides a rigorous and independent view of the recent performance of the state's charter schools. Second, while we take into account the unique features of Washington State, the overall study design is consistent with CREDO's reports on charter school performance in other locations, making Washington State's results amenable to benchmarking over time and against charter schools in other locations.

There are three areas of analyses contained within this report. The first type of analysis concerns the overall impact of charter schooling. The second type of analysis concerns the impact of charter schooling at the school level. Both legislation and public policy operate to influence school level decisions so it is important to understand the range of performance for these schools. These findings look at the performance of students by school and present average school results. Finally, the third set of analyses looks at the impact of charter school attendance on difference student subgroups.

The findings of this study show that on average, charter students in Washington State experience annual growth in reading and math that is on par with the educational gains of their matched peers who enroll in the traditional public schools (TPS) the charter school students would otherwise have attended. When we looked at school-level comparisons, we found important variation in performance. Two-fifths of charter schools had students showed academic progress that was significantly better than their local district options in math. In reading, three-fifths of the charter schools outpaced their local options. The analysis also reveals little differences in performance for students when examined by race/ethnicity groups or for students in designated student support programs. Specifically, English language learners enrolled in charter schools experience significantly higher learning growth that those enrolled in traditional public school settings.

Study Approach

This study of charter schools in Washington State focuses on the academic progress (growth) of enrolled and tested students in Washington State's charter schools. At the same time, whatever else charter schools may

provide their students, their contribution to their students' readiness for secondary education, high school graduation, and post-secondary life remains of paramount importance.

The current analysis examines whether students in charter schools in Washington State do better academically than their traditional public school (TPS) counterparts. This general question is then reframed to consider whether the observed charter school performance varies when the charter school population is dis-aggregated along a number of dimensions, such as race/ethnicity and years enrolled in a charter school. In order to answer these questions, it is necessary to isolate the effect of charter schools and traditional public schools from other potentially confounding influences. For this reason, the analysis includes controls for student characteristics: prior academic achievement, race/ethnicity, special education status, poverty (measured by participation in free or reduced price lunch program), English proficiency, grade level, and retention in grade.

Click here for an infographic about the Virtual Control Record method.

A fair analysis of the impact of charter schools requires a comparison group which matches the demographic and academic profile of charter students to the fullest extent possible. As in previous CREDO studies, this study employed the virtual control record (VCR) method of analysis developed by CREDO.[1 2] The approach is a quasi-experimental study design with matched student records that are followed over time. The VCR approach creates a "virtual twin" for each charter student who is represented in the data. For each charter student, a "virtual twin" is constructed using student records that match the student's demographic and academic characteristics. Potential matches are obtained from traditional public schools that serve as "feeders". A traditional public school may serve as a feeder for a given charter school if its students transfer to that charter school. In theory, this "virtual twin" would differ from the charter student only on a single factor: attending a charter school. Thus, the VCR methodology produces a score for the test year of interest that corresponds to the expected result a charter student would have realized had he or she attended one of the traditional public schools. The VCR matching protocol has been assessed against other possible study designs and judged to be reliable and valuable by peer reviewers (Fortson, Verbitsky-Savitz, Kopa, & Gleason, 2012, Ackerman, & Egalite, 2017). Additional details of the matching methodology are provided in the Technical Appendix. In this study of Washington State, it was possible to create virtual matches for 89 percent of tested charter school observations in reading and 88 percent in math.

[1] Cremata, Edward, D. Davis, K. Dickey, K. Lawyer, Y. Negassi, M. Raymond and J.Woodworth. National Charter School Study (2013). http://credo.stanford.edu.
[2] CREDO, Urban Charter School Study (2015).
http://urbancharters.stanford.edu/download/Urban%20Charter%20School%20Study%20Report%20on%2041%20Regions.pdf

For the purposes of this report, the impact of charter schools on student academic performance is estimated in terms of academic growth from one school year to the next. This increment of academic progress is referred to by policy makers and researchers as a "growth score" or "learning gains" or "gain scores."

With three years of student records in this study, it is possible to create two periods of academic growth. Each growth period needs a "starting score", (i.e., the achievement test score from the spring of one year) and a "subsequent score" (i.e., the achievement test score from the following spring) to create the growth measure. To simplify the presentation of results, each growth period is referred to by the year in which the second spring test score is obtained. For example, the growth period denoted "2014-2015" covers academic growth that occurred between the end of the 2013-2014 school year and the end of the 2014-2015 school year. Similarly, the growth period denoted "2015-2016" corresponds to the year of growth between the 2014-2015 and the 2015-2016 school years.

The VCR matching protocol described in this section has been used in previous CREDO publications. In this study, we make one noteworthy adjustment to the approach. In our previous reports, if a charter student could be tracked for multiple growth periods in the year span of the study, we matched the student for all the growth periods. In this study, we develop new matches for every growth period we observe. This change was made to conform to the new baseline equivalence criteria specified in Procedures Handbook Version 4.0 of What Works Clearinghouse (WWC).[3]

Washington State Charter School Landscape

Background of Charter Schools in Washington State

Washington became the 42nd state to allow charter schools when Washington State voters approved an initiative in 2012 that permitted a maximum of 40 charter schools in Washington State to open and operate. In 2015, the state Supreme Court ruled charter schools were not eligible for public education funding under the state constitution, which narrowly defines the types of education entities that qualify for those funds. In light of that decision, the Legislature in 2016 crafted an alternative flow of funds: charter schools would receive support via state lottery revenue instead of from the state's general fund. A King County judge ruled that, with the funding change, the state's charter-school law was constitutional. Despite the funding switch, Charter opponents felt that charter schools were still not held accountable for their public funding, because they did not operate under a locally elected school board. After hearing arguments from both sides, the state Supreme Court, in a 6-3 decision, found the Charter Schools Act constitutional in October 2018.

After the Washington Supreme Court ruled in 2015 that charter schools were unconstitutional, seven out of eight charters already serving students reorganized their administrative status in order to remain open. Most Washington charters were reclassified as Alternative Learning Environments (ALE) under state law. ALEs allow for

[3] What Works Clearinghouse (2017). Procedures Handbook Version 4.0. https://ies.ed.gov/ncee/wwc/Docs/referenceresources/wwc_procedures_handbook_v4.pdf.

off-campus instruction, with the schools reporting student progress to the district. A school district receives state money for students enrolled in an ALE program. A second reclassification, employed solely by those charter schools operated by Summit Public Schools, entailed the legal transformation of the Summit charter schools into homeschooling centers (HSC). These arrangements during the 2015-16 school year allowed charter schools to remain open and operational as legislators endeavored to redress the law to align with the state education law. The goal of these arrangements was to minimize any disruptions in the students' learning environments by allowing them to attend the same school continuously, even as the school's organizational status and funding mechanism changed.

Enrollment Trajectories of Charter Students

Charter schools in Washington State were deemed unconstitutional in the early days of the 2015-16 school year. As our evaluation of charter schools is based on students' scores in standardized assessments at the end of the school year, a question arises regarding the extent to which we can attribute the learning gains observed during the 2015-16 school year to charter school attendance in that year.

Our investigation revealed that a majority of students who began the school year in a charter school in 2015-16 remained in their school through one of alternative administrative classifications (i.e. HSC or ALE). It is important to note that from the students' perspective, transferring to an ALE/HSC was not a typical transfer out, but rather allowed them to stay in same school in which they had originally enrolled while the school's administrative structure changed around them.

More than 80 percent of the students that attended a charter/ALE in 2015-16 remained there for a length of at least 91 days, increasing our confidence that the learning gains of those students in that year can be attributed to their charter school attendance. To make sure we can attribute the learning growth of students to their charter school experience with confidence, we limit our analytic investigation of the academic impact of charter school attendance to this share of students. To consider the possibility of different learning gains for students with less or more than 90 days of charter attendance, we conducted a special analysis that included students with less than 90 days of charter attendance and compared the results. The results were equivalent for both groups of students in both subjects.

Washington State Charter School Demographics

The Washington State charter school sector has grown since its inception in 2014. According to the National Center for Education Statistics (NCES), there was only one charter school in Washington State in 2014-15; 9 in 2015-16, and 8 in 2016-17. Table 1 shows the charter schools that were in operation during the 2016-17 school year throughout Washington State. The intended grade span at capacity is reported in parentheses.

Table 1: Charter Schools in Washington by Location

Seattle	Tacoma	Spokane
Rainier (5-8)	Destiny (6-8)	Pride (6-12)
Excel (7-12)	SOAR (K-8)	Spokane International Academy (K-8)
Summit Sierra (9-12)	Summit Olympus (9-12)	

Charter schools are able to choose their location and thus the demographics of the charter sector may not mirror that of the TPS sector as a whole. Furthermore, charter schools offer different academic programs and alternate school models which may disproportionately attract particular groups of students. In addition, parents and students choose to attend charter schools for a variety of reasons, such as location, school safety, small school size, academic focus, or special interest programs. The cumulative result of all these forces is that the student populations at charter schools and their TPS feeders may differ.

Table 2 compares three student populations in the 2015-2016 school year: the full set of Washington traditional public schools, the subset of TPS from which charter schools draw students from, and the charter schools themselves. Table 3 shows the student profiles for the 8 charter schools in which students took reading and/or math assessments. Note that NCES reports nine charter schools open in 2015-16. The difference stems from missing demographic information for one charter school, First Place Charter School, that became a private school in the middle of the 2015-16 school year.

Table 2: Statewide Comparison of Student Characteristics in TPS, Feeders, and Charters

	Statewide TPS	Feeders	Charters
Number of schools	2,427	204	8
Average enrollment per school	447	553	140[4]
Total number of students enrolled	1,085,903	112,806	1,119
Students in Poverty	44%	58%	63%
English Language Leaners	11%	15%	7%
Special Education Students	13%	14%	12%
White Students	56%	46%	36%
Black Students	4%	11%	22%
Hispanic Students	22%	21%	21%
Asian/Pacific Islander Students	8%	12%	8%
Native American Students	1%	1%	2%
Multi-Racial Students	7%	10%	12%

Table 2 indicates that less than 10 percent of TPS in Washington State are feeder schools for the state's charters. The demographics for the feeders are different from the TPS population in Washington State as a whole in a number of ways. Feeder schools have higher percentage of students in poverty, a higher percentage of English language learners, a slightly higher percentage of special education students, and a lower percentage of white students. Based on these characteristics, the student makeup of charter schools is unlikely to look like that of the State. However, the charter school population in Washington State differs even from the feeder population on several demographic variables. Charter schools have a smaller share of White students than other Washington public schools. Conversely, the proportion of Black students, multi-racial students, and students in poverty enrolled in charter schools is noticeably larger than in traditional public schools. Asian/Pacific Islander students and English language learners are less prevalent in charter schools than in other public schools. Charter schools in Washington have a similar share of Hispanic students as the feeder schools and the traditional public schools.

Because charter schools in Washington State cluster in three municipalities (Seattle, Tacoma, Spokane), we also provide student demographic comparisons in each of those locales. Table 3 compares three student populations in Seattle in the 2015-2016 school year: the subset of TPS from which Seattle charter schools draw, and the charter schools themselves. Table 3 shows the student profiles for the three charter schools in Seattle in which students took reading and/or math assessments.

[4] It is worth clarifying that this number corresponds to average enrollment in the 2015-16 school year according to NCES, and not enrollment at capacity.

Table 3: Comparison of Student Characteristics in Feeders and Charters in Seattle

	Feeders	Charters
Number of schools	90	3
Average enrollment per school	659	138
Total number of students enrolled	53,516	413
Students in Poverty	56%	52%
English Language Leaners	23%	16%
Special Education Students	12%	11%
White Students	35%	23%
Black Students	14%	33%
Hispanic Students	25%	19%
Asian/Pacific Islander Students	17%	16%
Native American Students	1%	1%
Multi-Racial Students	8%	9%

Table 4 compares three student populations in Spokane in the 2015-2016 school year: the subset of TPS from which Spokane charter schools draw, and the charter schools themselves. Table 4 shows the student profiles for the three charter schools in Spokane in which students took reading and/or math assessments.

Table 4: Comparison of Student Characteristics in Feeders and Charters in Spokane

	Feeders	Charters
Number of schools	87	2
Average enrollment per school	494	155
Total number of students enrolled	42,829	309
Students in Poverty	54%	57%
English Language Leaners	6%	1%
Special Education Students	15%	8%
White Students	72%	74%
Black Students	3%	4%
Hispanic Students	10%	9%
Asian/Pacific Islander Students	3%	2%
Native American Students	1%	2%
Multi-Racial Students	11%	8%

Table 5 compares three student populations in Tacoma in the 2015-2016 school year: the subset of TPS from which Tacoma charter schools draw, and the charter schools themselves. Table 5 shows the student profiles for the two charter schools in Tacoma in which students took reading and/or math assessments.

Table 5: Comparison of Student Characteristics in TPS, Feeders, and Charters in Tacoma

	Feeders	Charters
Number of schools	64	3
Average enrollment per school	561	132
Total number of students enrolled	34,375	397
Students in Poverty	65%	79%
English Language Leaners	13%	4%
Special Education Students	14%	17%
White Students	39%	20%
Black Students	14%	25%
Hispanic Students	24%	31%
Asian/Pacific Islander Students	12%	4%
Native American Students	1%	2%
Multi-Racial Students	11%	18%

Charter schools in Seattle have a lower percentage of students in poverty than charter schools in Tacoma or Spokane. Charter schools in Tacoma have the higher percentage of students in poverty compared to the other two charter school locations (Seattle and Spokane). Charter schools in Tacoma serve a higher percentage of students in poverty than their feeder schools. Charter schools in Tacoma have a higher percentage of students with special education needs than charter students in Seattle or Spokane. Charter schools in Spokane (and their feeders) have a higher percentage of White students compared to the other two charter school locations (Seattle and Tacoma). Charter schools in Seattle (and their feeders) have a higher percentage of Black students compared to the other two charter school locations (Spokane and Tacoma). Charter schools in Tacoma (and their feeders) have a higher percentage of Hispanic students compared to the other two charter school locations: Seattle and Spokane. Charter schools in Seattle (and their feeders) have a higher percentage of English language learners (ELL) compared to Spokane and Tacoma. The difference in percentage of ELLs served by charters versus feeders in Seattle (-7 percent) is smaller than that difference in Tacoma and Spokane.

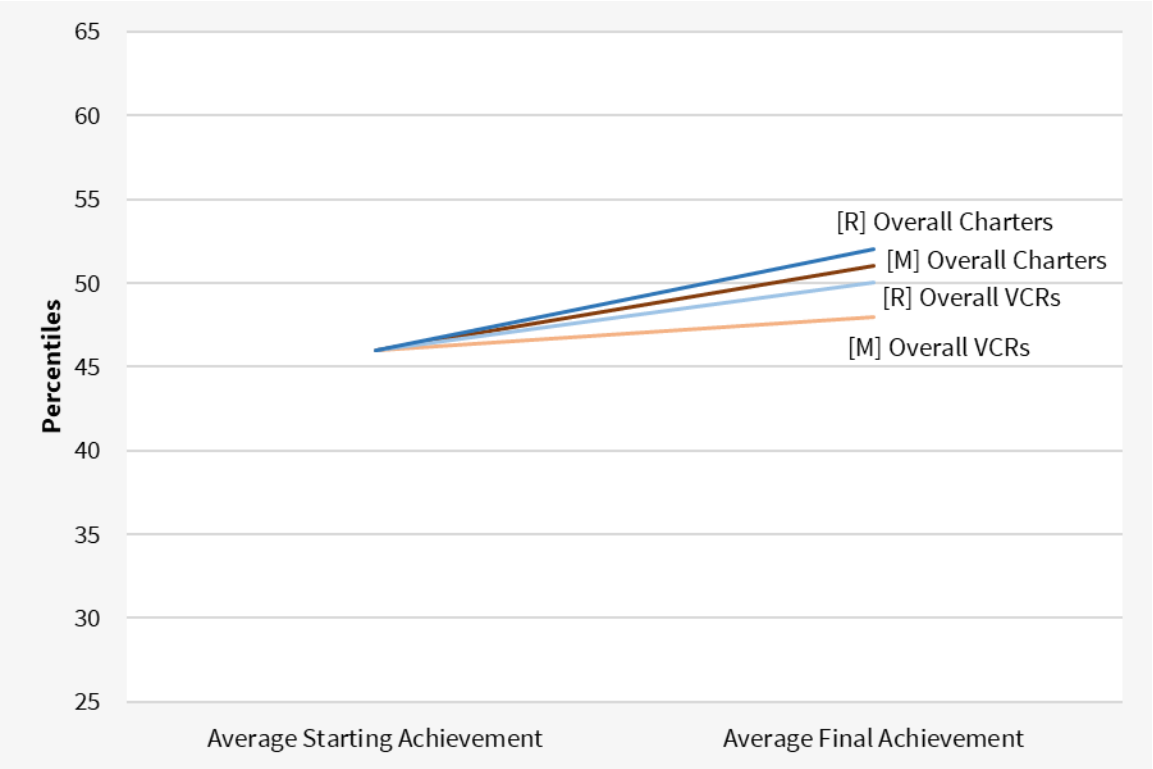
Policymakers and stakeholders continue to examine the degree to which students with special needs enroll in charter schools. The proportion of students in charter schools who are receiving Special Education services is a particular topic of debate. Table 3 shows roughly 13 and 14 percent of students in TPS overall and feeders, respectively, have Special Education needs. At the same time, 12 percent of the Washington State charter school population has a designated Special Education status. This difference in percentages is smaller in Washington State than in other states5, suggesting that charter schools in Washington State may be closer to serving the special needs population in their State than charter schools in other States.

TPS and Charter Average Achievement

Since the analytic approach of this study compares the performance of charter school students to that of their TPS peers, shifts in the overall charter school performance gains could potentially arise if the TPS students' performance changes, even if the absolute performance of the charter students stays constant. The performance of TPS VCRs is always converted to the 0.00 baseline, masking any possible trends. To check this possibility, we graphed the achievement (in percentiles based on student achievement across the state) of charter students and their TPS VCRs using the distribution of achievement in percentiles, to calculate reading and math trends across the years of the study (from 2014-15 to 2016-17).

[5] CREDO's National Charter School Study II (2013), using data from 2010-11, found that 11 and 12 percent of students in feeders and TPS in 27 States, respectively, had Special Education needs. At the same time, 8 percent of the charter school population in those 27 States had a designated Special Education status.

Figure 1: Overall Achievement of Charter and TPS Schools in Math and Reading



Since the matching methodology requires the first-observed achievement scores of TPS and charter school students to align, the starting achievement is identical. Figure 1 shows that achievement improved for both groups, a gratifying finding. With improved achievement in the TPS VCRs, the possibility that charters' relative performance was a function of weakening TPS is eliminated. In this analysis, charter schools had to post gains over and above the increment of TPS improvement to reach levels that were superior.

Figure 2: Achievement of Charter and TPS Schools in Seattle in Math and Reading

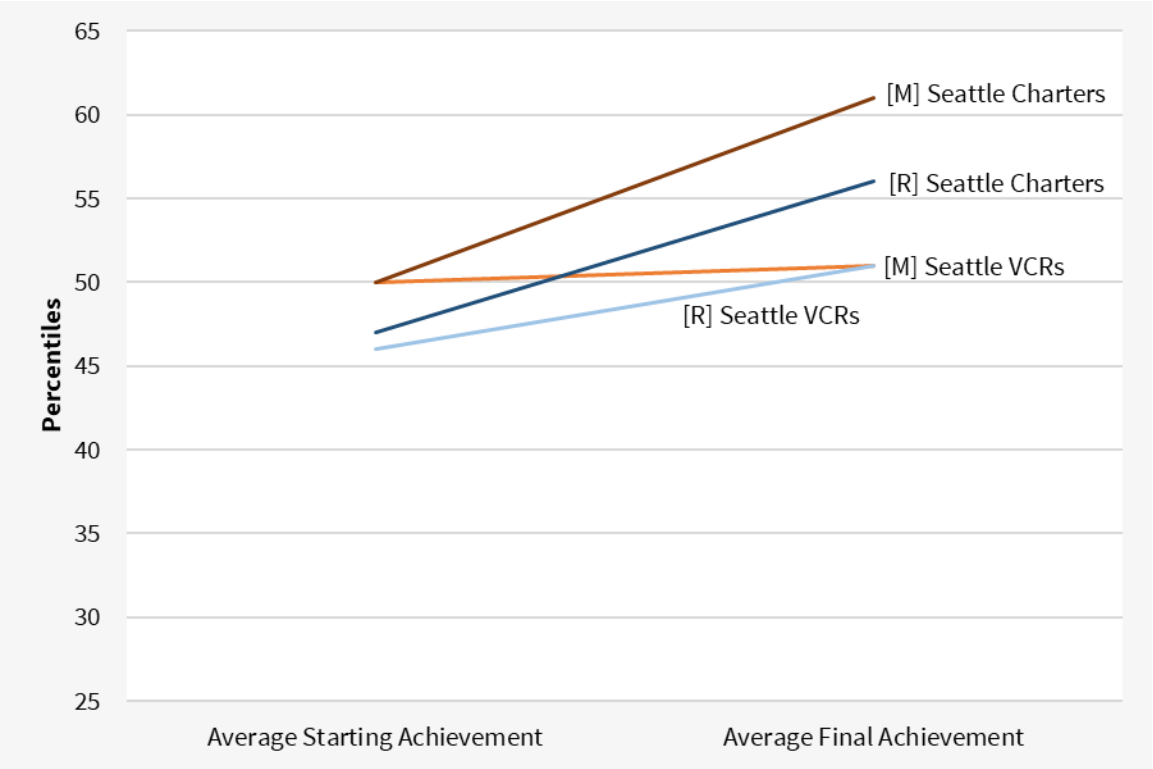


Figure 2 tells a similar story when students in Seattle are examined separately. Charter students in Seattle and their VCRs exhibit similar achievement in the first period. The starting achievement for reading is similar to the statewide figure but is higher in math. By the second period, charter achievement has outpaced that of TPS VCRs, though the VCRs exhibit increased reading achievement in the final period.

Figure 3: Achievement of Charter and TPS Schools in Tacoma in Math and Reading

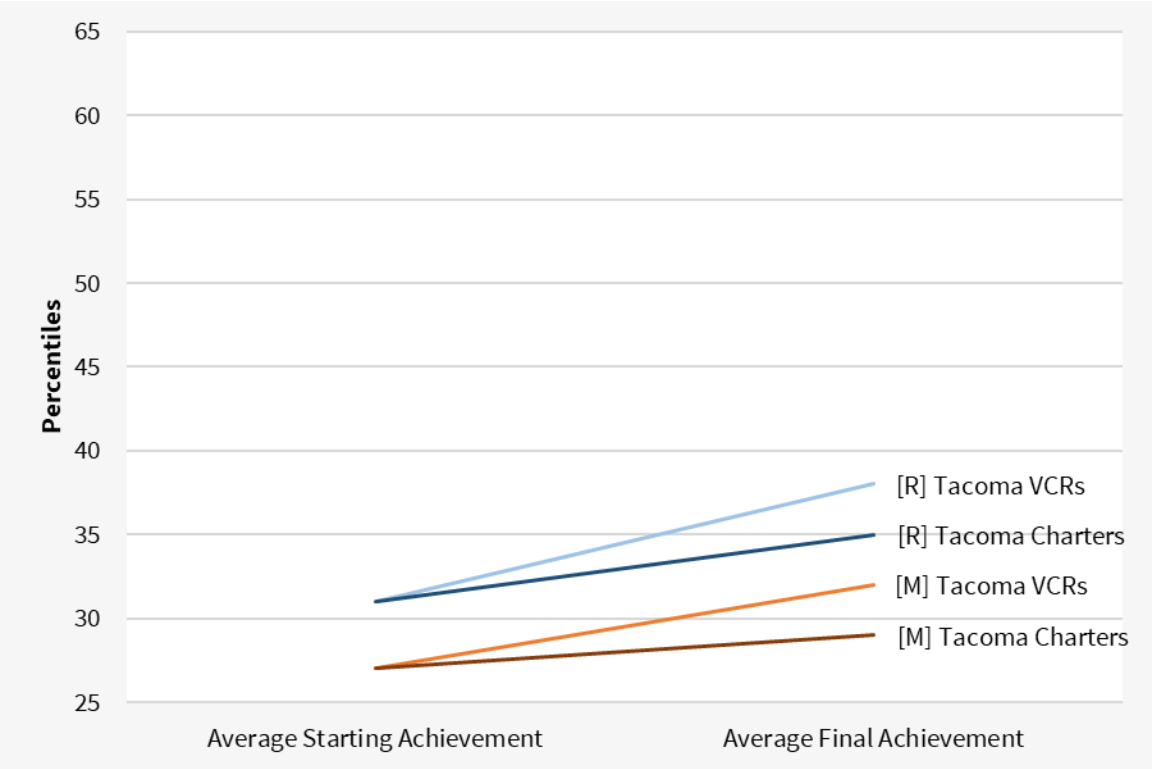


Figure 3 tells the story for Tacoma, which differs from Seattle, Spokane, and the statewide findings. The starting achievement of students in Tacoma is lower than the statewide average starting achievement. Over time, all groups improve, a finding that masks differences by school, which will be addressed later in the report. By the second period, TPS achievement in Tacoma has outpaced that of charter students, though the charter students exhibit increased achievement in both reading and math in the second period.

Figure 4: Achievement of Charter and TPS Schools in Spokane in Math and Reading

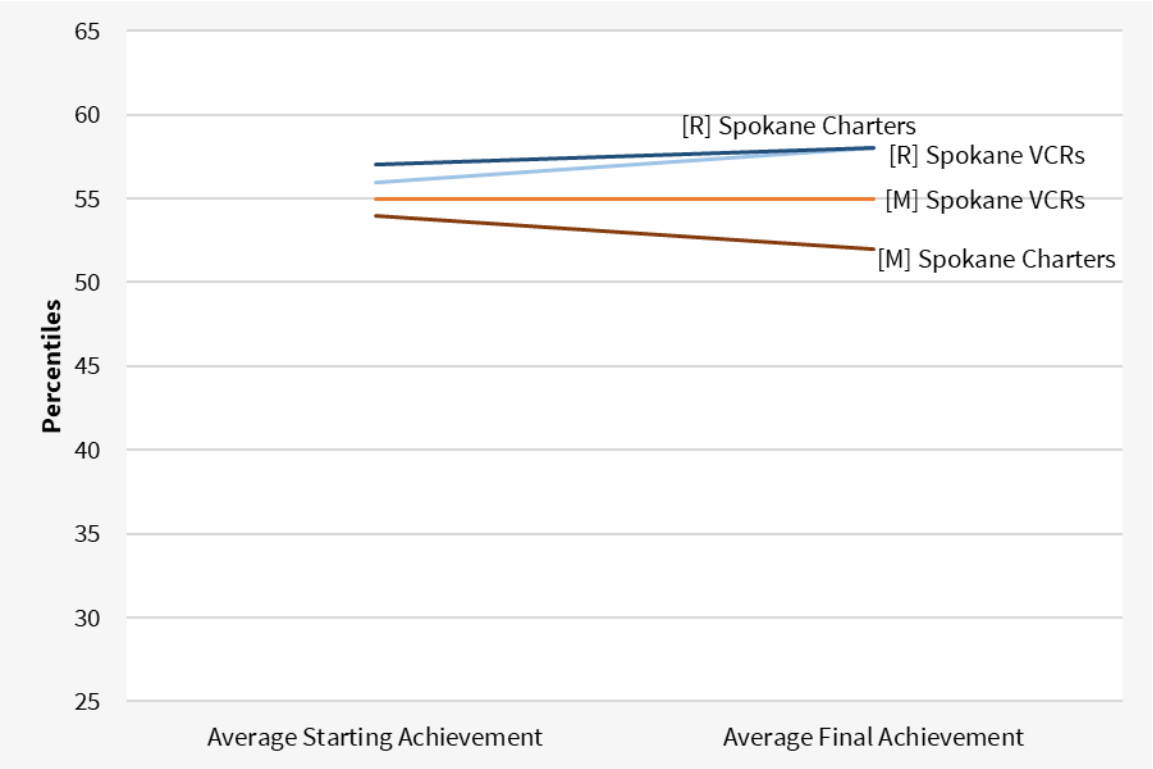


Figure 4 tells the story for Spokane only. Compared to the state average, overall starting achievement levels are higher in Spokane in both subjects. By the second period, charter achievement in math has fallen below TPS achievement in math, though the TPS students exhibit a rather constant math achievement in the second period. At the same time, charter achievement in reading is the second period is similar to that of TPS students, although both have slightly improved when compared to the first period.

When comparing the starting and final achievement of charter schools and TPS in different locations, we observe that charter schools in Seattle experience the highest one-year growth (without taking into account any influences such as differential student characteristics), compared to TPS in Seattle. The size of the spread of the "fork" in Seattle suggests that charter schools in Seattle are more likely to contribute to an overall positive charter school learning growth than charter schools in the other two locations.

Analytic Findings of Charter School Impacts

Overall Charter School Impact on Student Progress

The primary question of this study is whether charter schools differ overall from traditional public schools in how much their students learn. To answer this question, we examine academic gains of students from the Spring of one school year to the Spring of the next year on state standardized assessments. This increment of learning is referred to as academic growth or gains. To estimate the impact of charter schooling in general, we average all the one-year gains for all students attending Washington charter schools over two growth periods and compare the resulting average gain with that of the VCR students.

In our analysis, we estimate the impacts of attending charter schools in terms of learning growth, associated with charter school attendance so that the results can be assessed for statistical differences. Unfortunately, the units of measurement for tests of significance do not have much meaning for the average reader. Transforming the results into more accessible units is challenging and can be done only imprecisely. Table 6 below presents a translation of standard deviation units to Days of Learning. While we can be confident of the transformation of values close to the zero mean, extreme values in excess of .25 standard deviations may be less accurate.[6]

Graphics Roadmap No. 1

The graphics in this report have a common format.

Each graph presents the average performance of charter students relative to their **pertinent comparison student**. The reference group differs depending on the specific comparison. Where a graph compares student subgroup performance, the pertinent comparison student is the same for both subgroups. Each graph is labeled with the pertinent comparison group for clarity.

We show two vertical axes on the graphs to help the reader get a sense of learning gains. Both axes display learning gains of charter students relative to their comparison students. The ***left axis*** measures learning gains in units of standard deviations, while the ***right axis*** displays the same learning gains in days of learning. Statistical tests use measures expressed in units of the left axis.

The **height** of the bars in each graph reflects the magnitude of difference between traditional public school and charter school performance over the period studied.

Stars are used to reflect the level of statistical significance of the difference between the group represented in the bar and its comparison group of similar students in TPS. The absence of stars means that the schooling effect is not statistically different from zero.

[6] The Days of Learning computation uses 4th and 8th grade test scores from the National Assessment of Educational Progress and individual state test results. The values in Table 3 are updated from past reports using 2017 NAEP scores, which show slower absolute annual academic progress than earlier administrations.

Table 6: Transformation of Average Learning Gains to Days of Learning

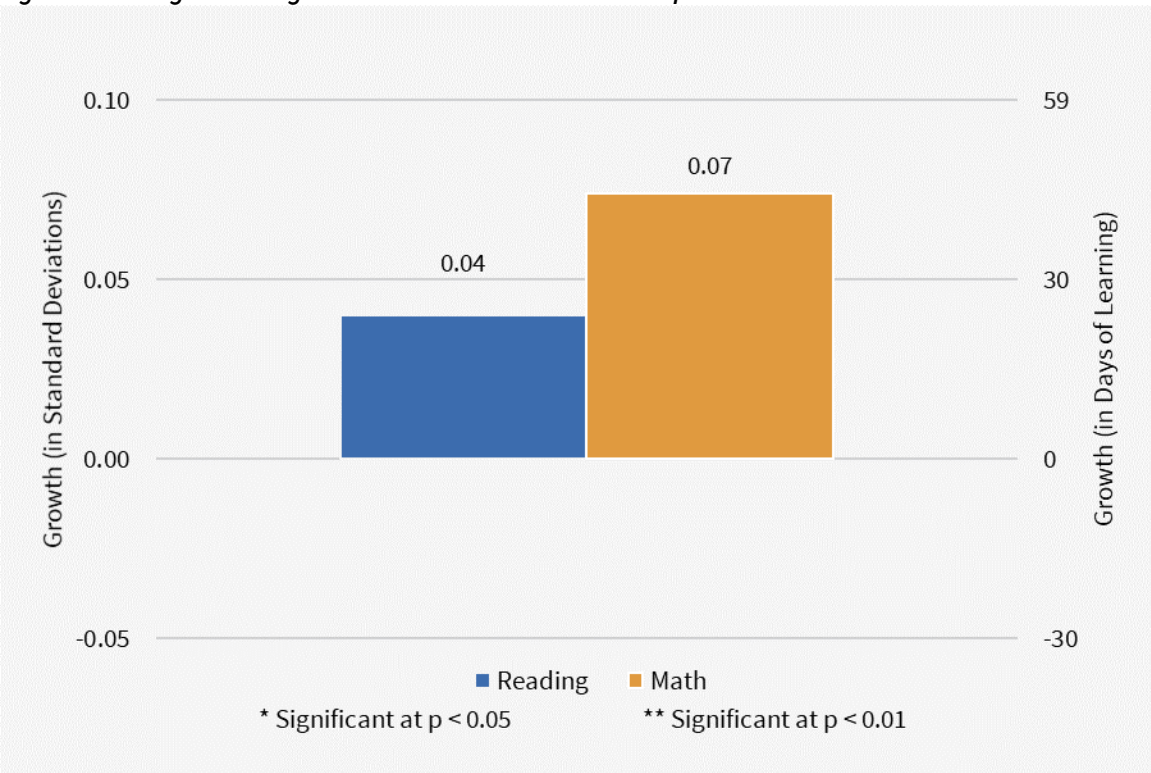
Standard Deviations	Days of Learning
0.05	30
0.10	59
0.15	89
0.20	118
0.25	148
0.30	177
0.35	207

In order to understand "days of learning," picture a student whose academic achievement is at the 50th percentile in one grade and also at the 50th percentile in the following grade. The progress from one year to the next represents the average learning gain for a student between the two grades. The amount of progress is fixed as 180 days of effective learning based on the typical 180-day school year.

We then translate the measures of academic growth from our analysis based on that 180-day average year of learning, so that students with positive results are considered to have received additional days of learning while those with negative results have days subtracted from 180 days.

The bars in Figure 5 represent the typical difference in the annual growth of charter school students compared to their VCR peers from the feeder schools. On average, students in Washington charter schools experience similar growth to students (VCR) in traditional public schooling settings in Washington State in both reading and math.

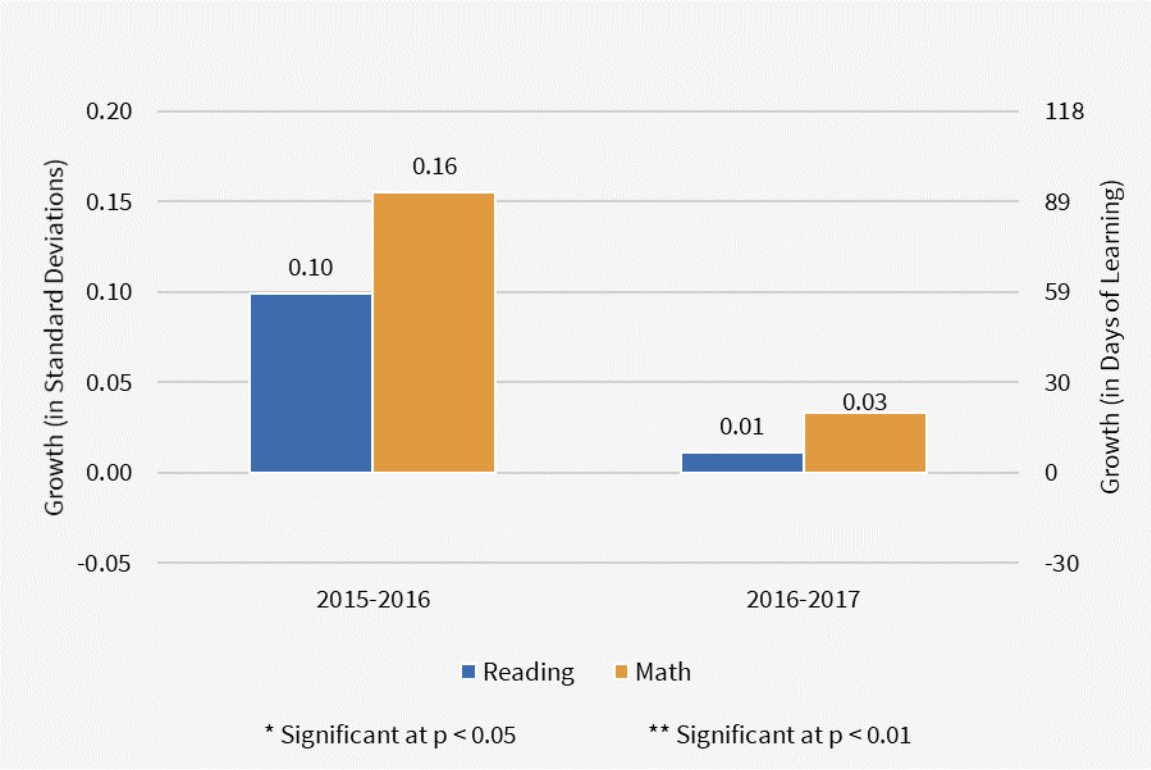
Figure 5: Average Learning Gains in WA Charter Schools Compared to Gains for VCR Students



Charter School Impact by Growth Period

To determine whether performance was consistent over recent time, the average charter school impacts were disaggregated into the two growth periods of this study. Results are shown in Figure 6.

Figure 6: Average Learning Gains in WA Charter Schools Compared to Gains for VCR Students by Growth Period, 2015-2017



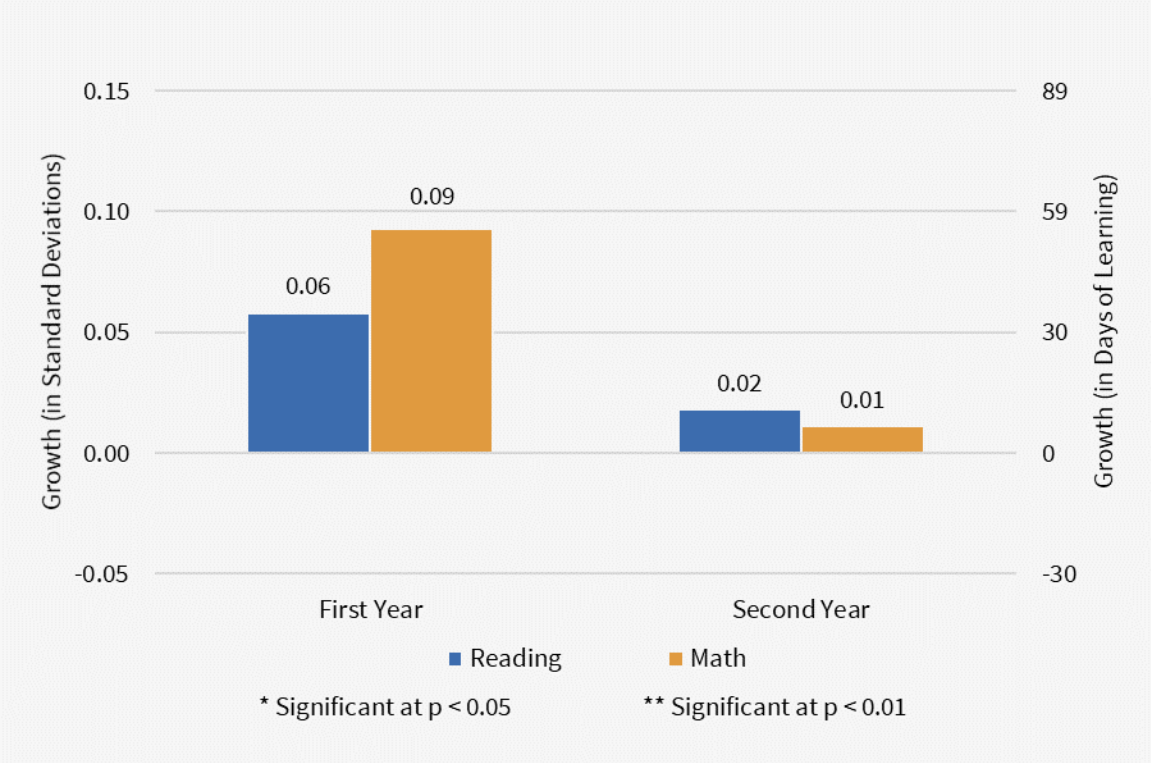
The gains of Washington charter school students in both the 2015-2016 or the 2016-2017 growth period do not differ statistically from the performance of their TPS peers. During the 2015-2016 growth period, charter students demonstrate growth of approximately 59 more days of learning in reading and 94 additional days in math compared to their TPS peers, although these gains are not statistically different from those of their TPS counterparts. In the 2016-2017 growth period, charter students continue to experience positive but not statistically significant learning gains compared to their TPS counterparts. The learning gains associated with charter school attendance in the 2016-2017 growth period are smaller than those in the 2015-2016 growth period.

Charter School Impact by Students' Years of Enrollment

Students' academic growth may differ depending on how many years they enroll in a charter school. To test the relationship between progress and the length of enrollment in a charter school, we group students by the number of consecutive years they were enrolled in charter schools. In this scenario, the analysis is limited to the charter students who enroll for the first time in a charter school between the 2015-16 and 2016-17 school years and their corresponding TPS VCRs. Although this approach reduces the number of students included, it ensures an accurate

measure of the effect of continued enrollment over time. The results for this subset of the full study sample should not be directly compared with other findings in this report. The results are shown below in Figure 7.

Figure 7: Average Learning Gains in WA Charter Schools Compared to Gains for VCR Students by Years in Charter

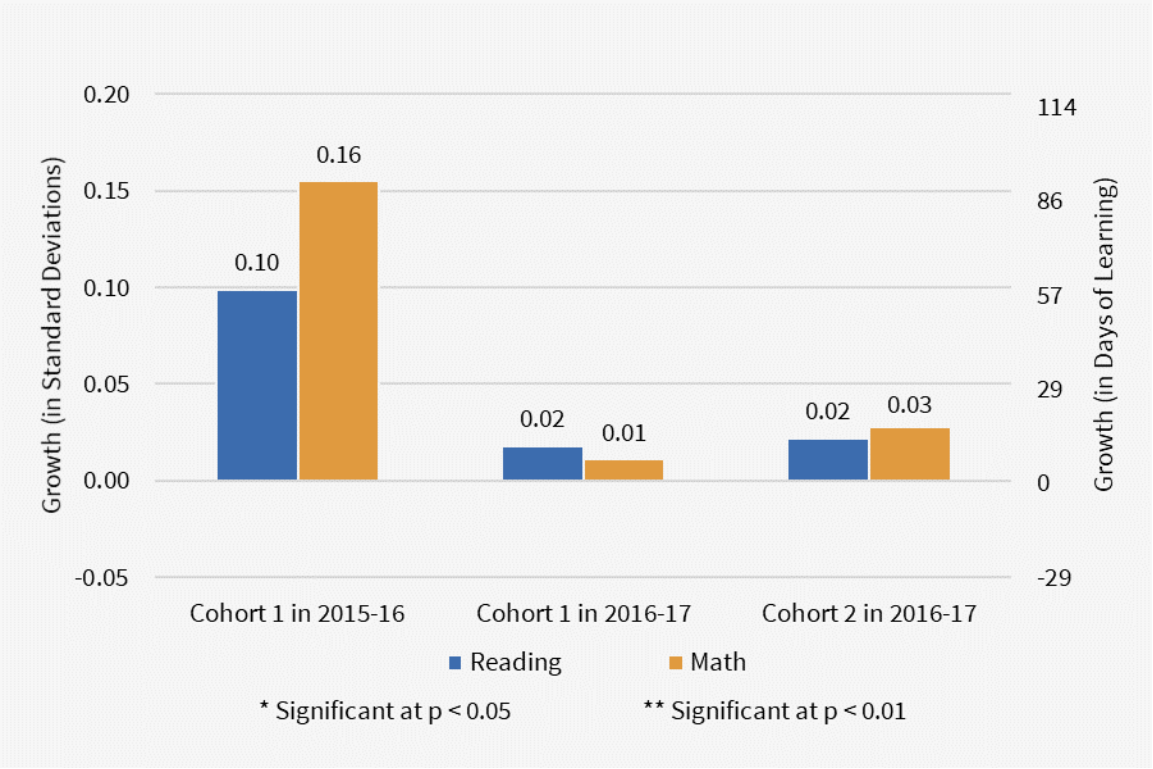


As Figure 7 shows, Washington State charter school students experience learning growth in the first and the second year of charter attendance that is not statistically different from that of students (VCR) enrolled in traditional public school settings. Drawing from CREDO's National Charter School Study II (2013), we find that the learning gains associated with the second year of charter school attendance in Washington State are not too far below the average learning gains associated with the second year of charter school attendance. At the same time, in the earlier national study, the second year of charter school attendance is associated with higher learning growth when compared to the first year of charter school attendance. This pattern is reversed in Washington State, although this trajectory is short, given the limited year span of this study.

Charter School Impact by Students' Years of Enrollment and Growth Period

To gain a better understanding of the differential learning gains we observe associated with charter school attendance for different numbers of years, we look more closely at growth gains by both cohort and the number of consecutive years of enrollment in a charter school. Figure 8 reports our estimated learning gains for each cohort and years of charter enrollment. Cohort 1 is the cohort that first enrolled in a Washington charter school in 2015-16. Given the short time frame of our study, only Cohort 1 has two years of charter enrollment. The second year effect of Cohort 1 is denoted as "Cohort 1 in 2016-17." We find that learning gains associated with charter attendance of Cohort 2 in 2016-17 are smaller in size than those of Cohort 1 in 2015-16 but similar to those of Cohort 1 in 2016-17, suggesting that we currently do not have evidence of any positive impact of the number of years spent in charter school on academic growth. The estimated charter learning gains are not statistically different from those of students in traditional public school settings for any cohort by years in charter configuration.

Figure 8: Average Learning Gains in WA Charter Schools Compared to Gains for VCR by Years in Charter and Growth Period



School-Level Analysis

While the numbers reported in the previous sections represent the typical learning gains at the student level across the state, the results do not let us discern if some charter schools are better than others. Since school-level results are of interest to policy makers, parents and the general public, we roll up the performance to the school level for each charter school in the state with sufficient number of tested students to make a reliable inference on performance.

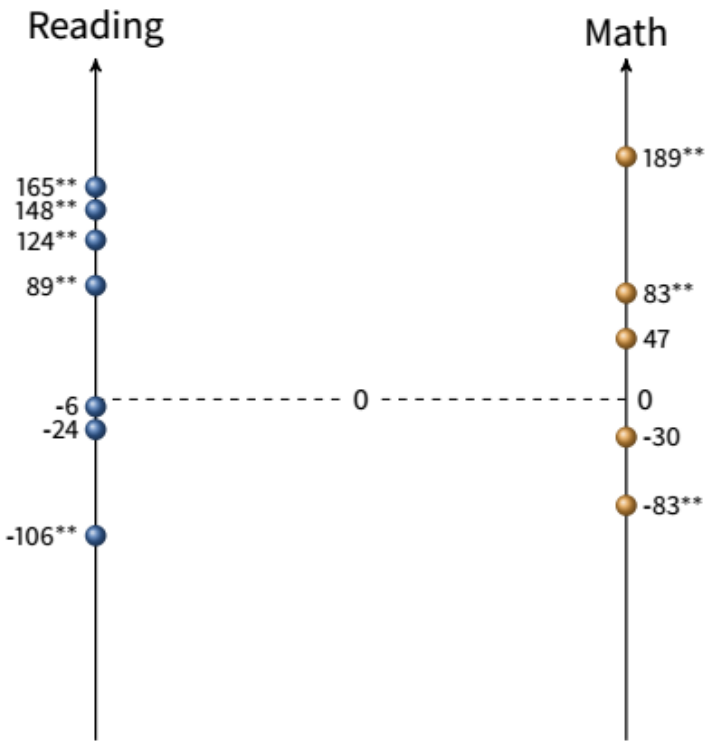
It is important to understand the counterfactual used in this section. As shown in Table 3 earlier in the report, the student populations within the typical charter school and their feeder schools differ, making whole-school to whole-school comparisons unhelpful. Instead, we use the VCRs developed from the array of feeder schools to roll up to a simulated TPS school and to serve as the control condition for testing the performance of charter schools. This simulated TPS reflects a precise estimate of the alternative local option.

In order to determine the distribution of charter school performance, the per-year learning impact of each charter school over all the growth periods included in this study (growth periods 2015-2016 and 2016-2017)[7] was estimated. Using the learning impact of each charter school, we infer its quality relative to the quality of traditional public schools. The estimated learning impact for each charter school can be statistically zero, negative or positive. When the estimated learning impact of a charter school is statistically zero, we infer that the charter school under consideration is no different than the traditional public school students in that charter school would have potentially attended if they had not attended a charter school. In a similar manner, when the estimated learning impact of a charter school is statistically positive (i.e. statistically different from zero with a positive sign), we infer that that charter school is associated with higher learning growth relative to the traditional public schools its students would have alternatively attended. Lastly, when the estimated learning impact of a charter school is statistically negative (i.e. statistically different from zero with a negative sign), we can infer that the charter school is associated with lower learning growth relative to the traditional schooling alternatives of its students.

As noted in Table 3, charter schools are smaller on average than their corresponding feeder schools and some charter schools elect to open with a single grade and add an additional grade each year thereafter. Researchers must be careful when making school-level comparisons to ensure the number of tested students in a school is sufficient to provide a fair representation of the school's impact. Our criteria for including any school in this analysis were at least 60 matched charter student records over the two growth periods under examination or at least 30 matched charter records for new schools with only one growth period. Our total sample consists of 7 schools with reading test scores and 5 schools with math scores in the 2016 and 2017 growth periods.

[7] Growth period 2016 represents growth between spring of 2015 and spring of 2016. Growth period 2017 represents growth between spring of 2016 and spring of 2017.

Figure 9: Range of School-Level Learning Gains



Notes: Each dot represents a charter school.
Learning gains are shown in Days of Learning.
** Significant at the 0.01 level

The varying levels of learning gains by school are depicted in Figure 9. Each dot represents the learning gains in days of learning associated with attendance in a specific charter school. Each charter school in Washington State is represented by a dot on a vertical axis for reading and as another dot on the vertical axis for math. The statistical significance associated with the learning gains of each school is represented by stars. We find that the learning gains in reading of a charter school in Washington State range from 106 fewer days of learning to 165 additional days of learning, when compared to traditional public schooling alternatives. In math, the learning gains of a charter school in Washington State are found to range from 83 fewer days of learning to 189 additional days of learning, when compared to traditional schooling alternatives. Table 7 summarizes the performance comparison of charter schools in Washington State relative to traditional public schooling options in reading and math, respectively.

Table 7: Performance of Charter Schools Compared to Traditional Schooling Alternatives in Washington State

	Significantly Worse		Not Significantly Different		Significantly Better	
Subject	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Reading	1	14%	2	29%	4	57%
Math	1	20%	2	40%	2	40%

In reading, four of seven or 57 percent of charter schools in Washington perform significantly better that the traditional schooling environments of the compared students. In math, two of five or 40 percent of charter schools post growth that is significantly higher than that of their traditional public schooling counterparts. Each of these results shows growth ahead of the national average. To benchmark these figures at the national level using the 2013 National Charter Study II, 25 percent of charter schools outperform the traditional schooling alternatives in reading and 29 percent do so in math.[8]

One of seven or 14 percent of Washington charter schools have reading performance that is significantly weaker than the traditional public schooling option as compared to the national figure of 19 percent. In math, one out of five or 20 percent of charter schools post growth results weaker than the traditional public schooling option compared to the 2013 national figure of 31 percent.

In reading, two of seven or 29 percent of charters in Washington State do not differ significantly from the traditional public school option. In math, two out five or 40 percent of charter schools have growth results that is indistinguishable from the traditional public school option. It is important to emphasize that "no difference in growth" does not reflect the actual level of growth, as it is possible for charter schools to have high levels of growth that are similar to that of the traditional schooling alternative, and the reverse is also true.

[8] CREDO (2013). National Charter School Study 2013. http://credo.stanford.edu.

Academic Performance of Student Subgroups

Charter School Impact for Students by Race/Ethnicity

Graphics Roadmap No. 2

The graphics in this section have a common format. For each student subgroup we present two graphs:

The **first graph** displays the growth of TPS students and charter students in the particular **subgroup of interest** compared to the growth of the "average White TPS student." In this comparison, the White TPS student is male and does not qualify for subsidized school meals, special education services, or English Language Learner support and is not repeating his current grade. The graph sets the performance of the average White TPS student to **zero** and shows how learning of students in the subgroup compares.

The **stars** indicate the level of statistical significance. Thus, if there are no stars, we interpret the difference in learning gains as similar to the white TPS comparison student. If there is no difference in the learning gains, the bar would be missing entirely. If the learning of the student group in question is not as great as the comparison baseline, the bar is negative. If the learning gains exceed the comparison, the bar is positive.

Graphs labeled "a" display the results of a second comparison testing whether the learning gains in the charter school student subgroup differ significantly from their VCRs in the same student subgroup. In these graphs, the performance of the TPS peers in the subgroup are set to **zero** and the learning gains of the charter school students in the subgroup are measured against that **baseline**. As with the first graph, stars denote statistical significance.

Academic achievement is a static measure of what students know at a point in time. Achievement is influenced by many factors, among them student background, natural endowments, differences in maturation rates or quality of schooling. It is well known that gaps in achievement between students of different groups have persisted for many years. Difference in school quality has been a major public policy concern. Since the federal government's passage of the No Child Left Behind Act in 2001 and the subsequent Every Student Succeeds Act of 2015, stakeholders have had consistent information to examine the gaps in achievement levels for students of different racial and ethnic backgrounds. This study is particularly germane to charter schools, as part of their rationale has been to build education options to lessen those achievement gaps.

In this aim, many charter school providers may locate their schools to serve communities where educationally disadvantaged students have not been well served. Such decisions prompt questions of how well students are served compared to other settings, and in terms of the progress on reducing achievement gaps.

Table 3 showed that Washington charter schools serve a diverse student population. In order for the academic achievement levels of different racial groups to converge, given the prevalence of gaps today, students in disadvantaged groups need to exhibit higher year-to-year learning gains than those of the non-disadvantaged students. This section of our study specifically investigates the impact of charter school attendance on learning gains of students of diverse racial backgrounds compared to their same-group peers in

traditional settings. We also assess the extent to which the learning gains of students from diverse backgrounds are sufficient to start mitigating the corresponding achievement gap.

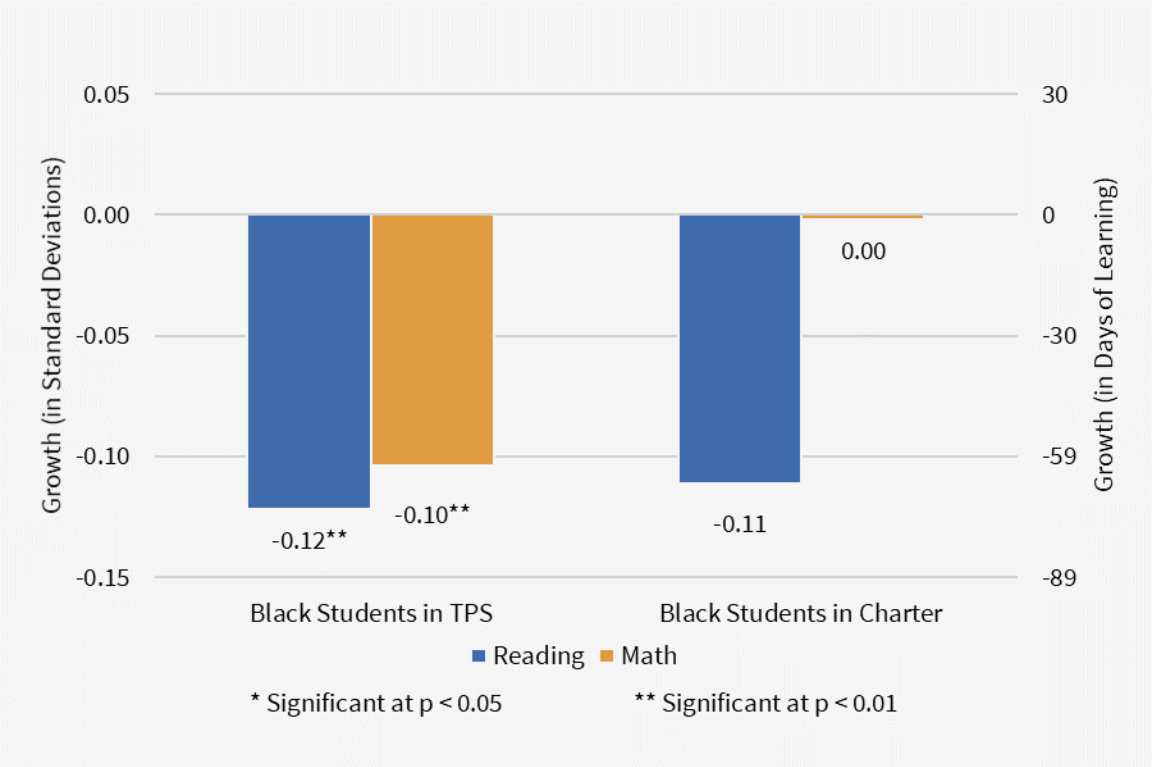
The National Center for Education Statistics has anchored its analysis of achievement gaps using White students as a reference group and measures the achievement of Black and Hispanic students against it.[9] Indeed it is hard to construct any comparison without using the historically advantaged group as the base.[10] In the present comparisons, we use as a reference point a composite (VCR) White male student attending TPS who does not qualify for subsidized school meals, Special Education services, or English Language Learner support, and is not repeating his current grade. For students in poverty, as measured by Free or Reduced Price Lunch eligibility, the reference group is non-poverty students in TPS. For ELL students, the benchmark is students in TPS who are not ELL. For students with Special Education requirements, the benchmark is non-Special Education students in TPS. Each of these comparisons illustrate the year-to-year ways that student academic trajectories diverge to create the learning gain gap and achievement gap.

Before discussing the findings, is it useful to explain the layout of the results. For each student subgroup, we present two related graphs. Graphics Roadmap No. 2 describes the graphs and their relation to each other.

The impact of charter schools on the academic gains of Black students is shown in Figures 10 through 10a below. Black students account for roughly 22 percent of the charter school population in Washington State.

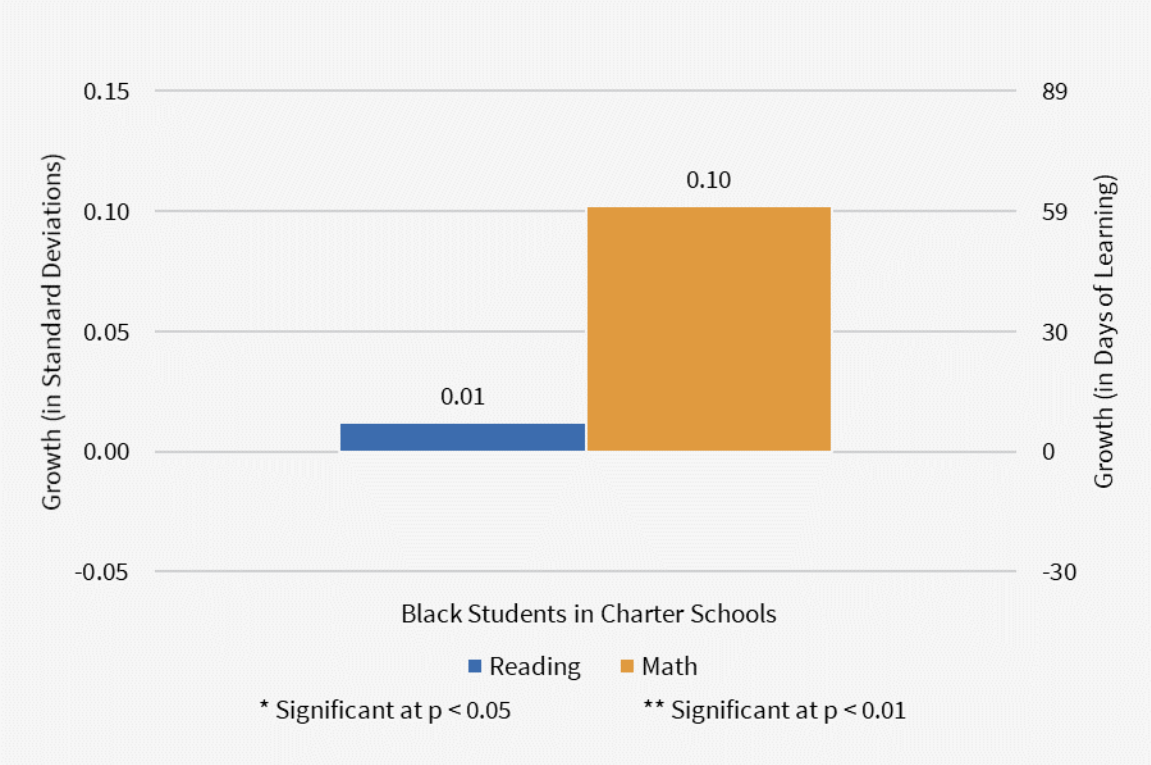
[9] National Center for Education Statistics, **"NAEP 2009 High School Transcript Study,"** 2009.
[10] National Center for Education Statistics, **"Condition of Education 2011,"** 2011.

Figure 10: Learning Gains of Black Students Benchmarked Against Learning Gains of White TPS Students



Black students in TPS have made significantly smaller annual academic learning gains in reading and math when compared to the average White TPS (VCR) student. Figure 10 shows that Black TPS students in Washington State exhibit 71 fewer days of learning in reading and 59 fewer days of learning in math compared to White TPS students, and these differences are statistically significant. Despite the apparent gap in learning for Black charter school students in reading, the result is not statistically significant. Accordingly, Black charter school students exhibit statistically similar learning growth to White TPS students in both math and reading.

Figure 10a: Relative Learning Gains of Black Charter Students Benchmarked Against their Black TPS Counterparts



A second comparison examines the learning gains for the same student group across the two school settings to see whether the student group, in this case Black students, fare better in one or the other environment. Figure 10a displays the differences in learning growth between Black students enrolled in TPS and Black students enrolled in charter schools. In Washington State, Black charter school students experience similar growth to their Black TPS counterparts in reading and math.

An equivalent analysis for Hispanic students is presented in Figures 11 and 11a. Hispanic students account for 21 percent of charter school students in Washington State. Hispanic students in TPS are found to have significantly weaker academic growth in both reading and math compared to the average White TPS student, amounting to 47 fewer days of learning in reading and 53 fewer days of learning in math in a year. Because the difference is not significant in either subject, Hispanic students in charter schools have similar learning growth in math and reading, when compared to White TPS students over the same time period.

Figure 11: Learning Gains of Hispanic Students Benchmarked Against Learning Gains of White TPS Students

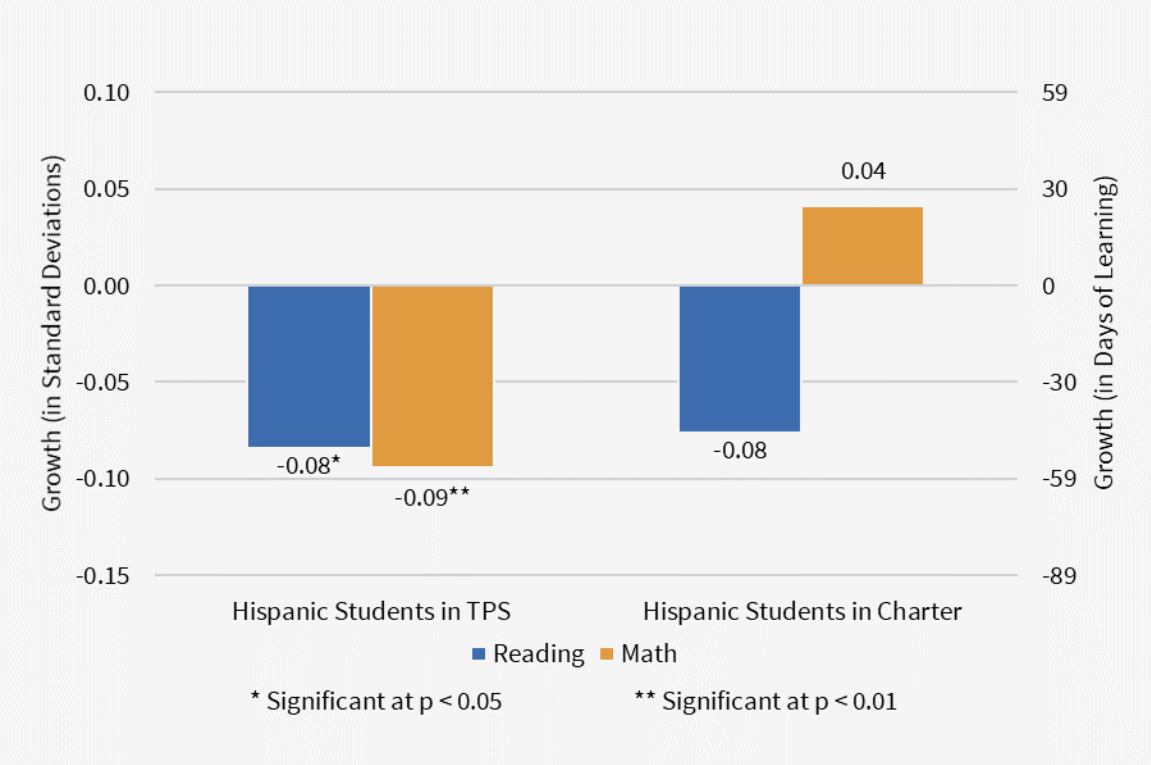
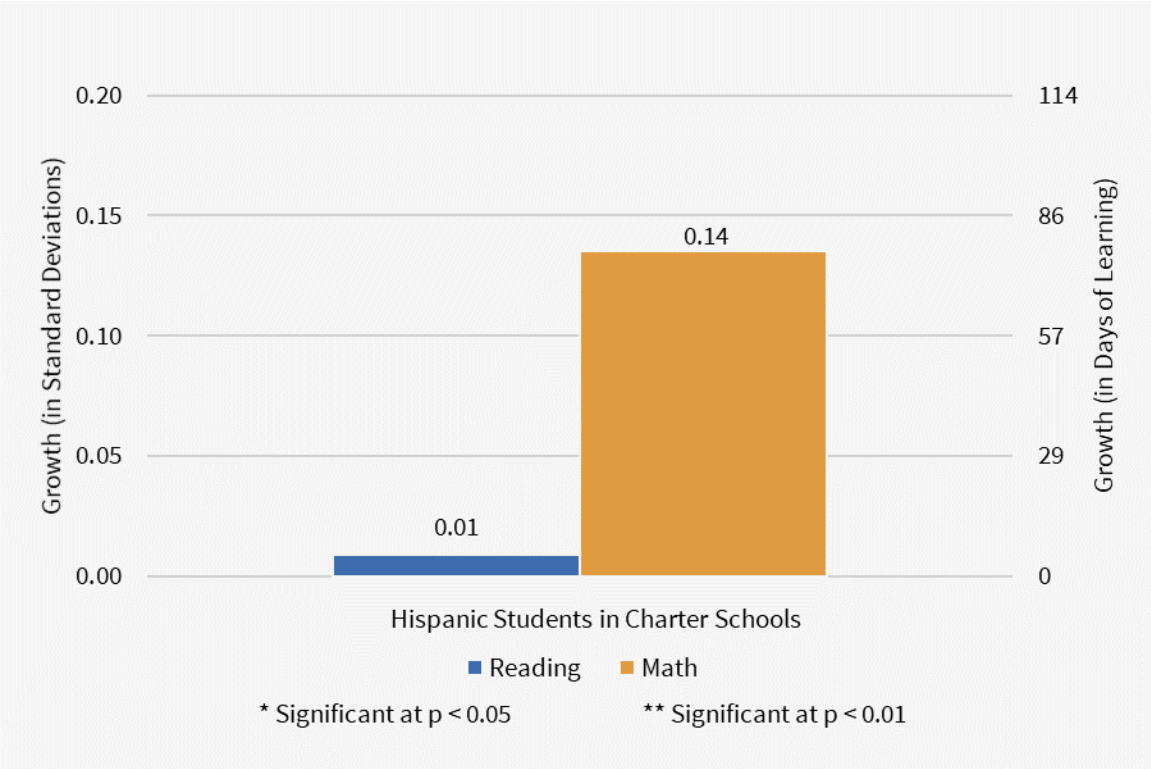


Figure 11a displays the relative differences in learning between Hispanic students enrolled in TPS and Hispanic students enrolled in charter schools. Hispanic students in charter schools show similar learning growth to Hispanic students attending traditional public school settings in math and reading.

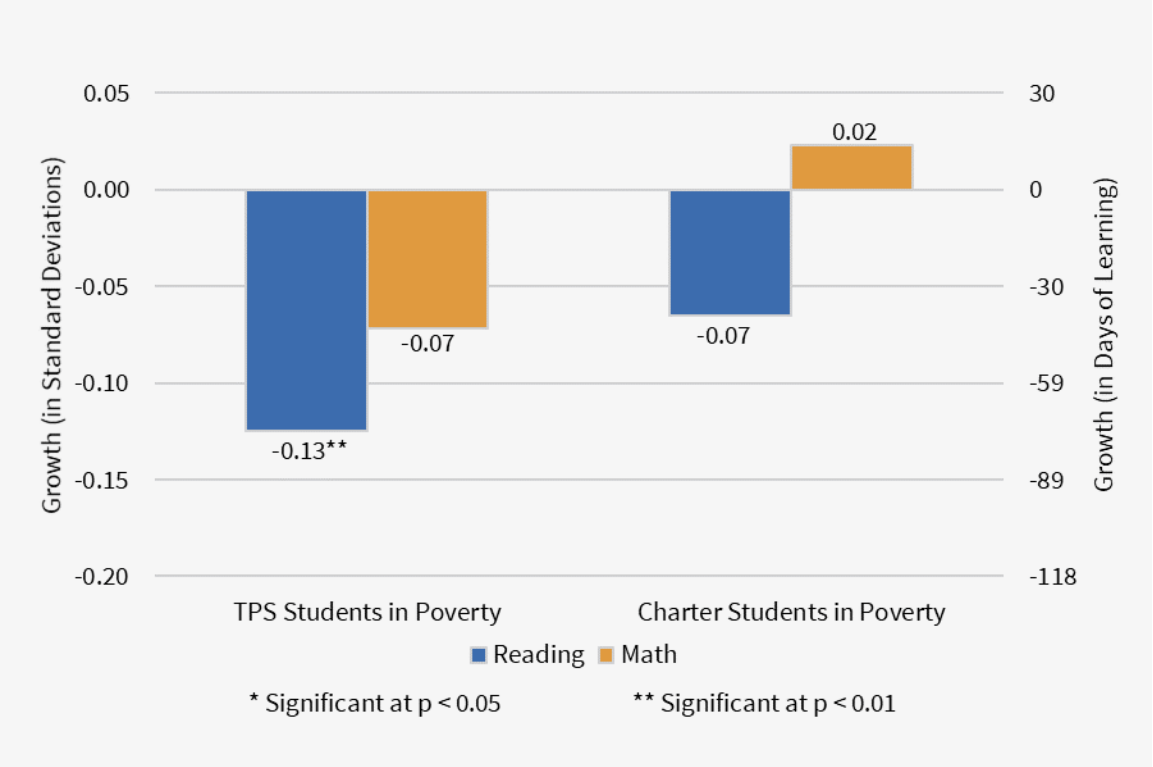
Figure 11a: Relative Learning Gains of Hispanic Charter Students Benchmarked Against their Hispanic TPS Counterparts



Charter School Impact for Students in Poverty

CREDO's 2013 National Charter Study found students in poverty comprise 53 percent of the national charter school population.[11] In Washington State, 63 percent of charter school students are eligible for subsidized school meals, a proxy for low income households, compared to 44 percent of TPS students. Figure 12 presents the academic growth gains for students in poverty. In this figure, the comparison group consists of TPS students who are not eligible for free or reduced-price school meals.[12]

Figure 12: Overall Learning Gains for Students in Poverty Compared to Students not in Poverty, TPS and Charter

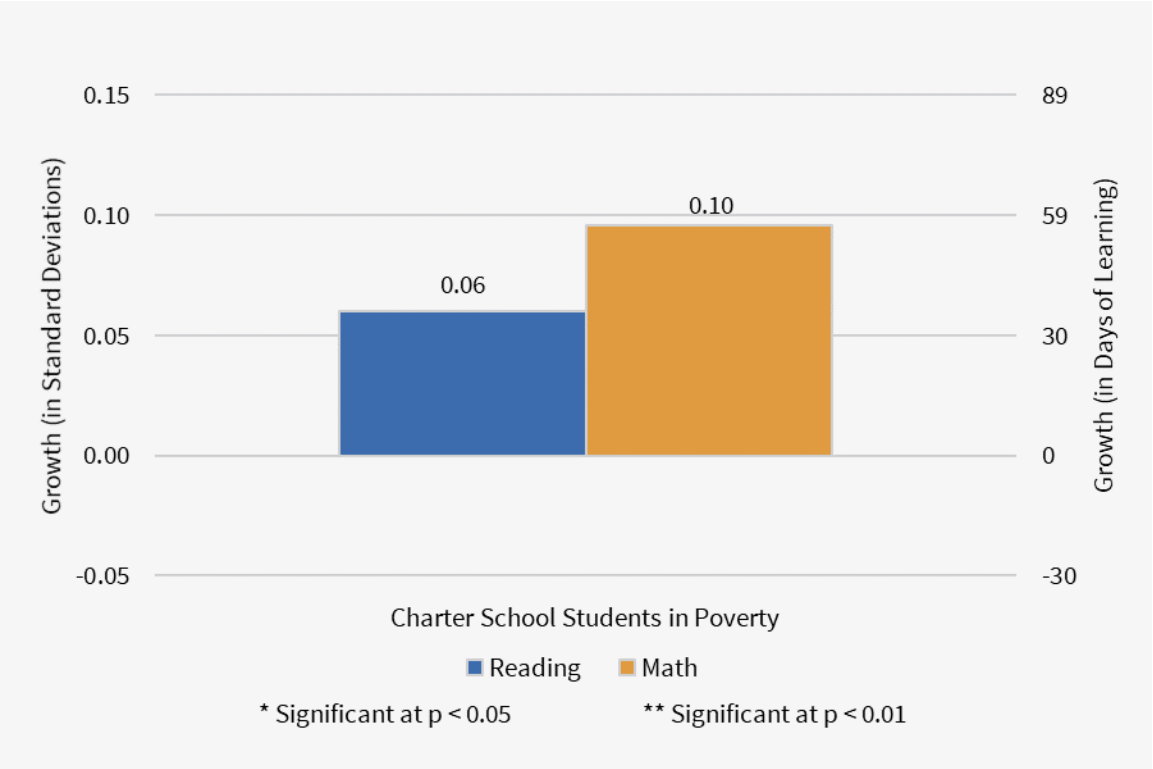


Since the standard for comparing students in poverty in both TPS and charter schools is a non-poverty TPS peer, the figure for charter students in poverty involves two sources of difference. First, TPS students in poverty make less progress than their non-poverty TPS peers in reading, but the difference in math is not significant. Charter school students in poverty make similar progress to that of their non-poverty TPS peers in math and reading since both differences are insignificant. The second comparison is between charter students in poverty and TPS students in poverty. Figure 12a shows that the difference in education setting is not significant.

[11] Cremata, Edward, D. Davis, K. Dickey, K. Lawyer, Y. Negassi, M. Raymond and J.Woodworth, *National Charter School Study* (2013). https://credo.stanford.edu/documents/NCSS%202013%20Final%20Draft.pdf

[12] Free and Reduced Price Lunch (FRL) has been used as an indicator of poverty in education research for decades. Although we acknowledge that FRL is not as sensitive as we would desire, FRL is currently the best available proxy for poverty.

Figure 12a: Relative Learning Gains for Charter School Students in Poverty Benchmarked Against their TPS Peers in Poverty

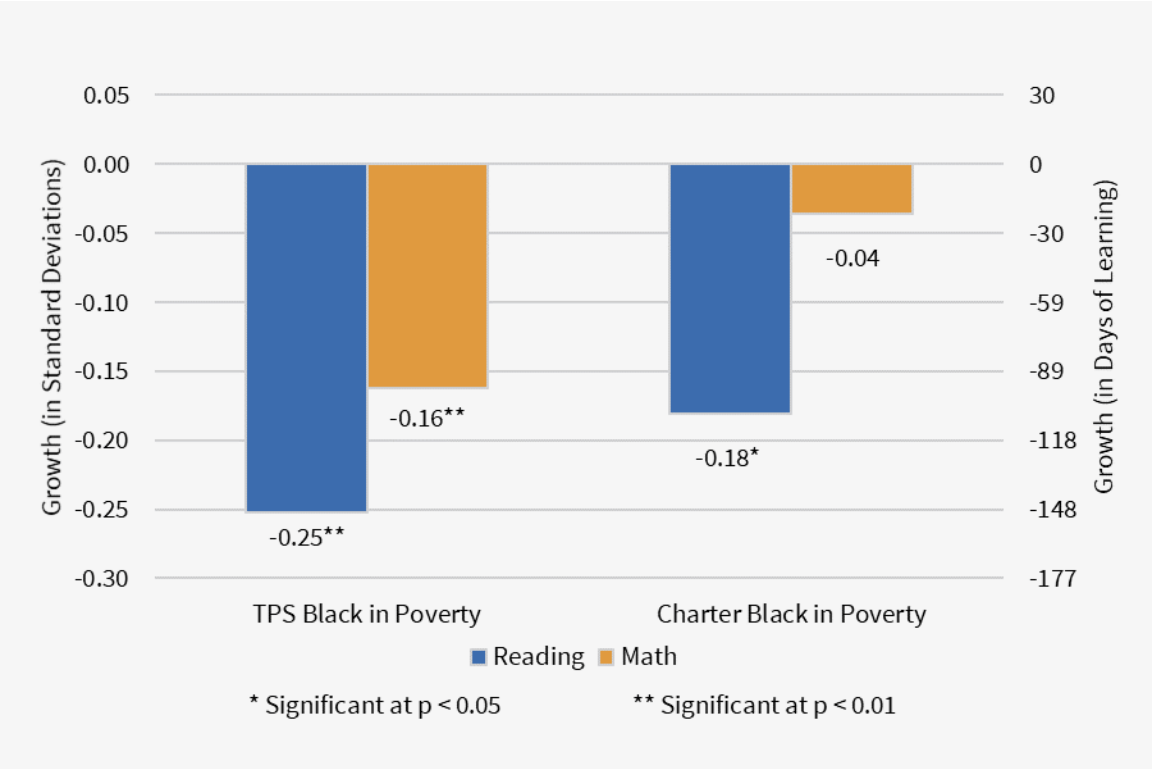


Charter School Impact for Students in Poverty by Race/Ethnicity

According to the National Center for Education Statistics, Black and Hispanic students comprise the two race/ethnicity subgroups with the largest percentages of school-aged poverty. In 2015, 36 percent of Black students and 31 percent of Hispanic students were living in poverty, respectively.[13] These groups have the largest gaps in achievement compared to White non-poverty students. We focus on the subsets of Black and Hispanic students in poverty to highlight the difference in impact for these particular students in charter schools and their VCR counterparts and examine the extent to which gaps are being lessened.

The impact of Washington charter schools on the academic gains of Black students living in poverty is presented in Figures 13 and 13a. The impact of charter schools on Hispanic students living in poverty is presented in Figures 14 and 14a below. Adding the variable of poverty to the race/ethnicity analysis produced similar results to the earlier analysis on race/ethnicity alone.

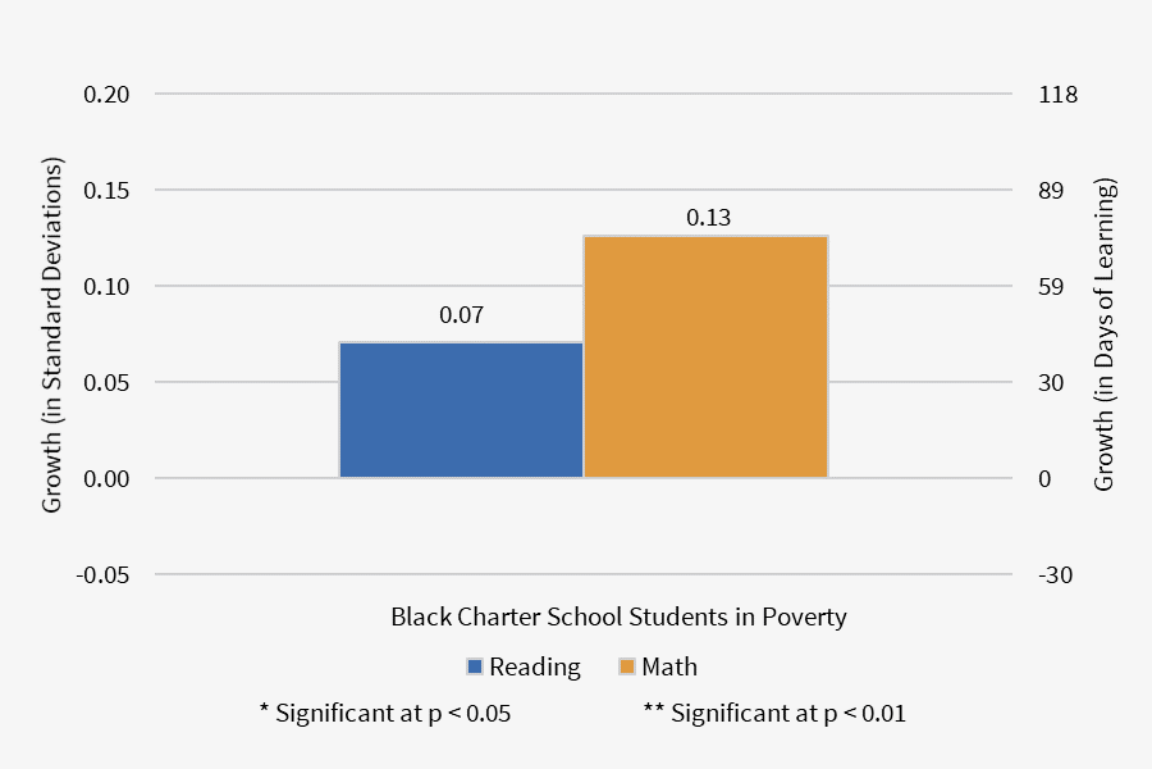
Figure 13: Learning Gains of Black Students in Poverty Compared to Learning Gains of White TPS Students not in Poverty, TPS and Charter



[13] Kids Count Data Center, Annie E. Casey Foundation (2016). http://datacenter.kidscount.org/data/tables/44-children-in-poverty-by-race-and-ethnicity#detailed/1/any/false/573,869,36,868,867/10,11,9,12,1,185,13/324,323

The comparison student for Figure 13 is a White TPS student who is not in poverty. As shown in Figure 13, Black students in poverty attending TPS or charter schools have weaker growth in reading and math than non-poverty White students. In Washington State, Black TPS students in poverty experience approximately 148 fewer days of learning in reading and 94 fewer days of learning in math than White TPS students. Black charter students in poverty experience 106 fewer days of learning in reading than White TPS students not in poverty. Black charter students in poverty experience a learning growth that is on par with that of non-poverty White TPS. Figure 13a shows Black charter students living in poverty experiencing similar growth gains in both subjects to those of Black TPS students living in poverty.

Figure 13a: Relative Learning Gains of Black Charter School Students in Poverty Benchmarked Against their Black TPS Counterparts in Poverty



The comparison student for Figure 14 is a White TPS student who is not in poverty. Figure 14 shows Hispanic TPS students living in poverty exhibit weaker learning growth in reading and math than non-poverty White TPS students. Hispanic TPS students living in poverty experience, on average, the equivalent of 142 fewer days of learning in reading and 89 fewer days of learning in math compared to White TPS students not living in poverty. Hispanic charter school students in poverty experience similar learning growth to that of non-poverty White TPS students.

Figure 14: Learning Gains of Hispanic Students in Poverty Compared to Learning Gains of White TPS Students not in Poverty, TPS and Charter

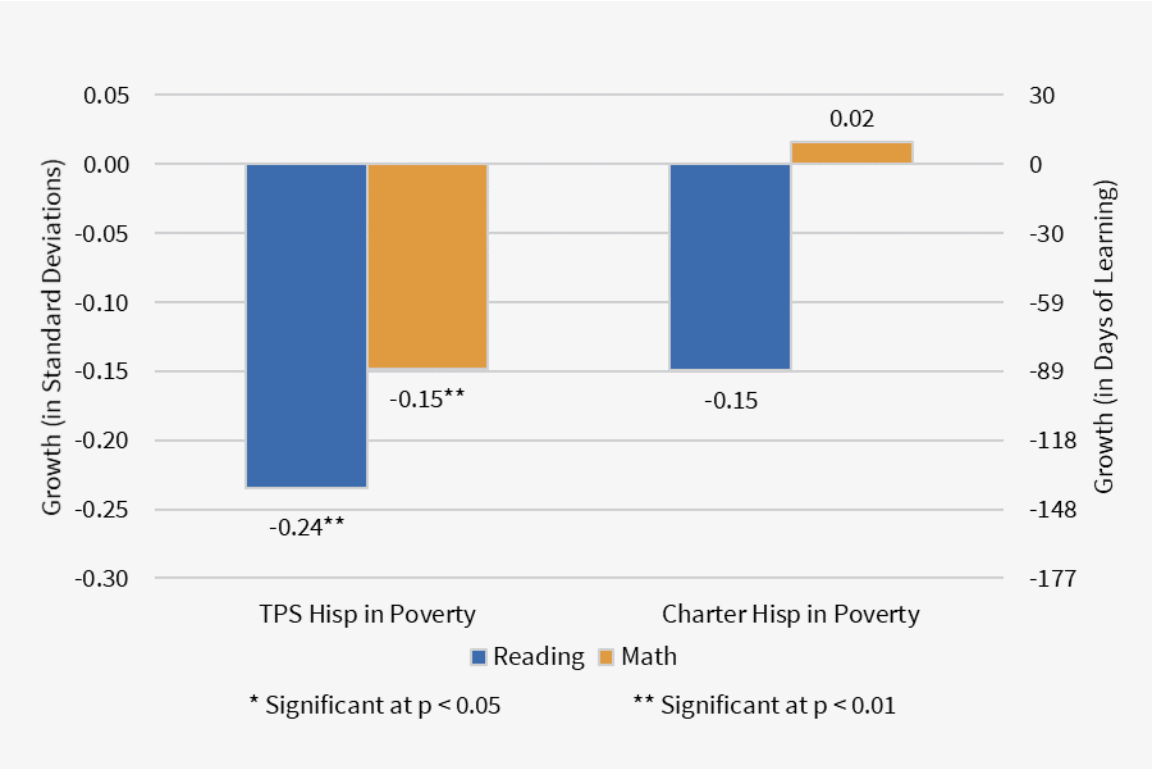


Figure 14a: Relative Learning Gains of Hispanic Charter School Students in Poverty Benchmarked Against their Hispanic TPS Counterparts in Poverty

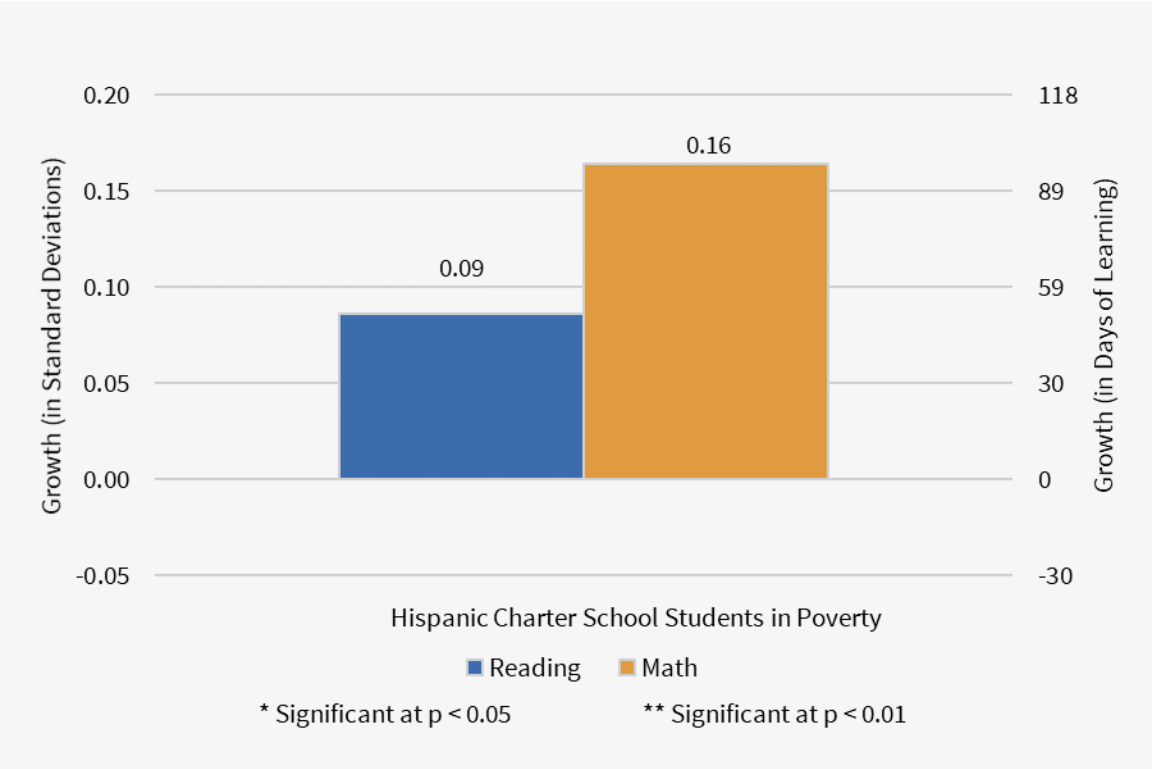


Figure 14a shows the difference in learning growth between Hispanic charter students living poverty and Hispanic TPS students living in poverty. In Washington, Hispanic charter students in poverty experience learning growth in reading and math similar to that of Hispanic TPS students in poverty.

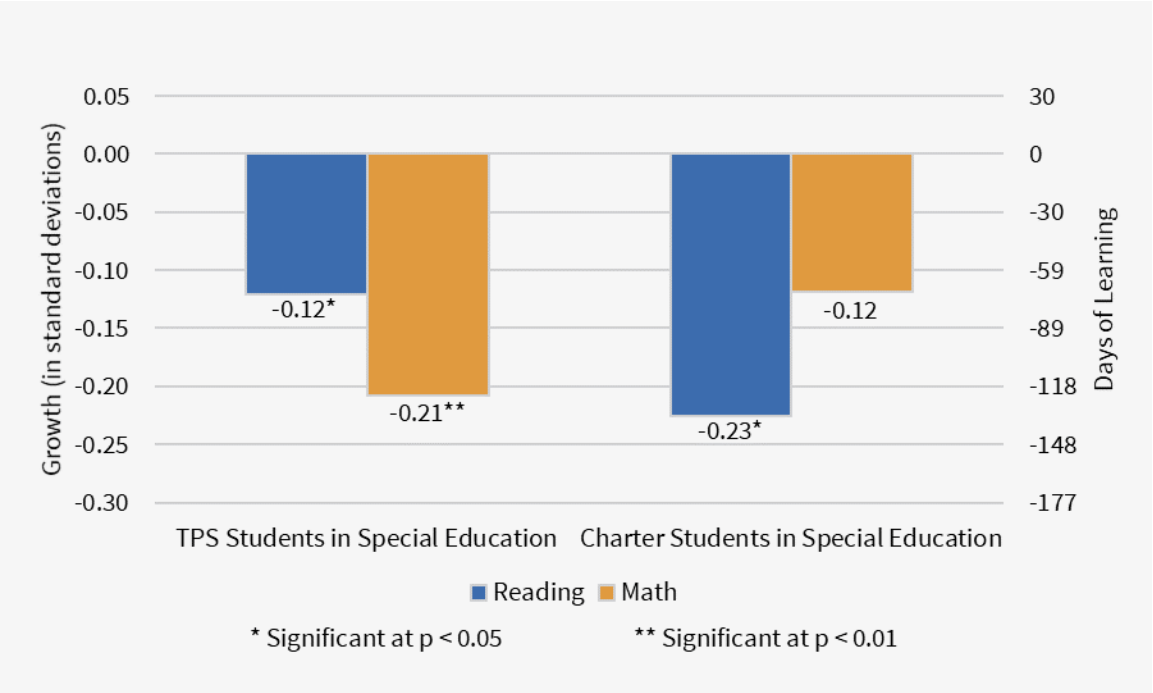
For Black or Hispanic TPS students living in poverty, academic progress is weaker by significant margins in both subjects, when compared to White TPS students not living in poverty. Charter school enrollment produces learning gains for Black and Hispanic students in poverty, that are statistically indistinguishable from those of TPS Black and Hispanic students in poverty, respectively, for both math and reading.

Charter School Impact for Special Education Students

Twelve percent of the charter school population in Washington receives Special Education services. In TPS and in feeder schools across Washington, the Special Education populations is 13 and 14 percent of total enrollment, respectively. Compared to national proportions, the proportions in Washington seem to be on par.[14]

It is difficult to compare the outcomes of Special Education students, regardless of where they enroll, as these services vary widely. In the ideal, we would compare outcomes for each Individual Education Program (IEP) designation. That approach is, unfortunately, not feasible due to the large number of categories and the relatively small number of students in each. Faced with this challenge, we aggregate across all categories of Special Education. Therefore, the results of this section should be interpreted with caution. Figure 15 uses non-Special Education students in TPS as benchmark to show relative learning gains for students with Special Education requirements in TPS and Charter.

Figure 15: Overall Learning Gains for Students in Special Education Compared to Non-Special Education Students, TPS and Charter

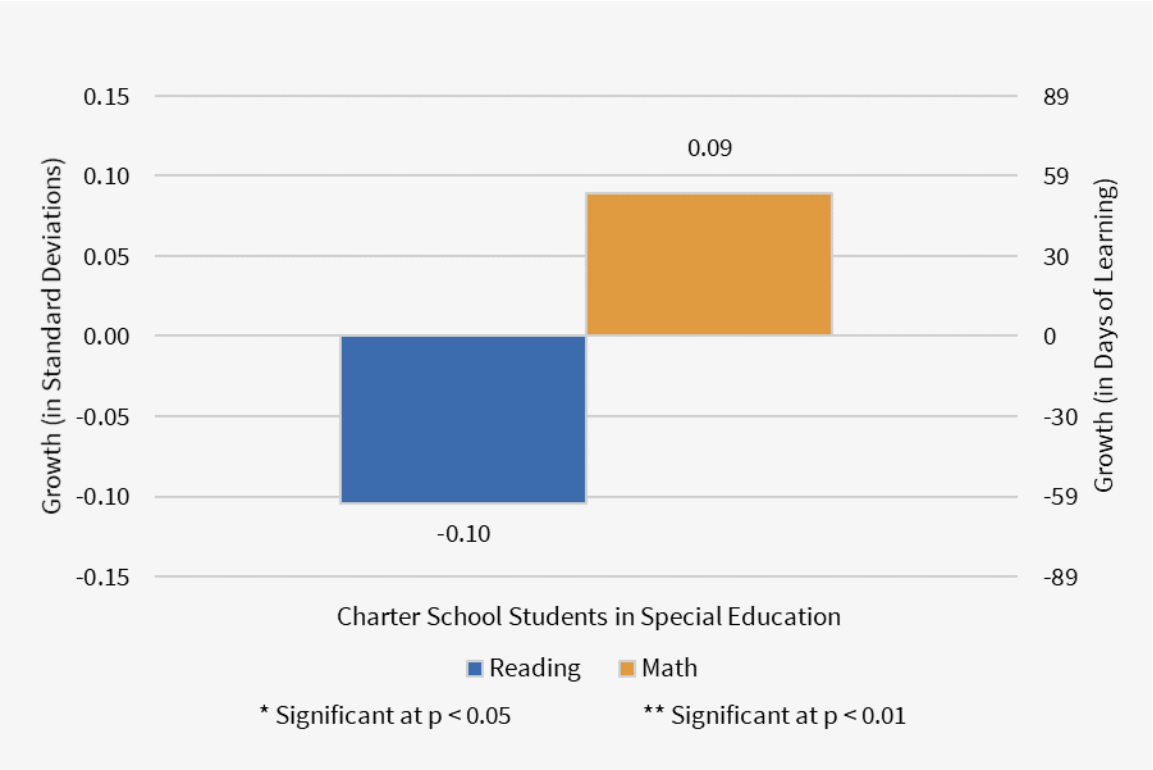


In Figure 15, we firstly compare students in Special Education in TPS and charter to students in TPS not receiving Special Education services. TPS students in Special Education experience a weaker learning growth of 71 days and 124 days of learning in reading and math, respectively, when compared to non-SpEd TPS students. Charter students in Special Education exhibit a learning growth that is lagging by 136 days of learning in reading, when

[14] Cremata, Edward, D. Davis, K. Dickey, K. Lawyer, Y. Negassi, M. Raymond and J.Woodworth, *National Charter School Study* (2013). http://credo.stanford.edu.

compared to non-SpEd TPS students. Charter students in Special Education exhibit a learning growth in math that is statistically indistinguishable from that of non-SpEd TPS students. The second comparison is between charter students in Special Education and TPS students in Special Education. Figure 15a shows that charter students in Special Education fare as well as their TPS VCRs in reading and math, as the differences are not statistically significant.

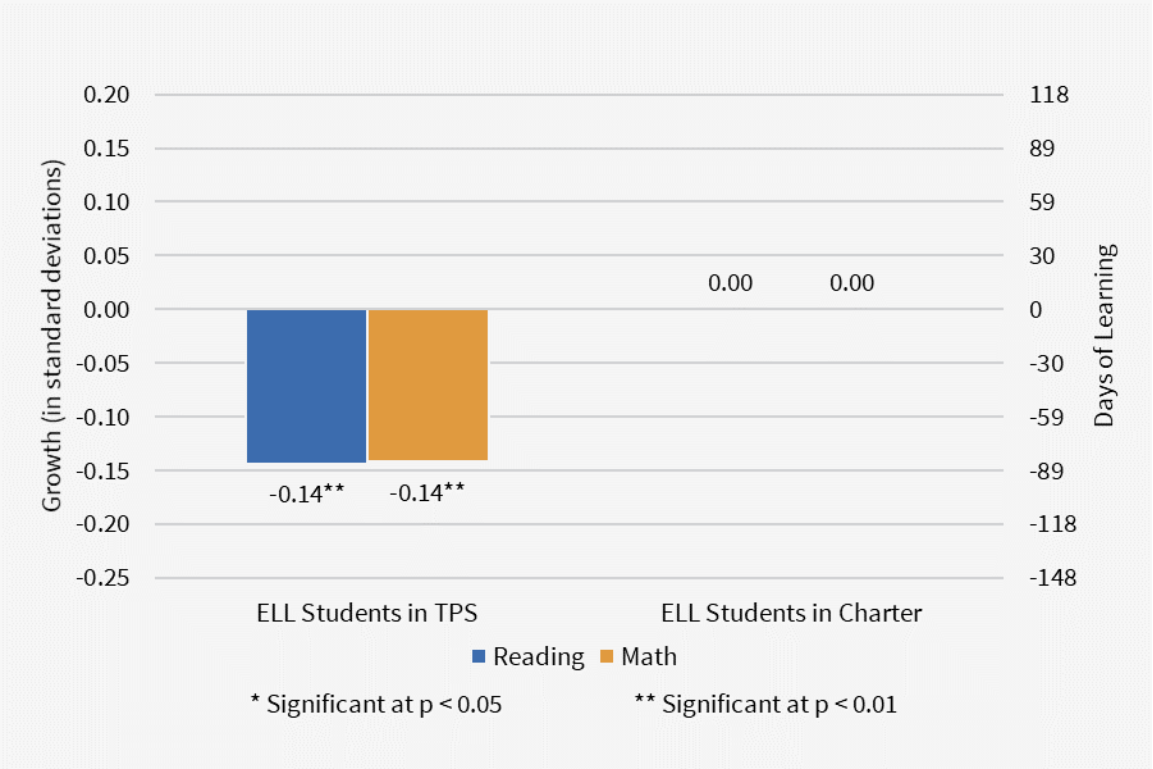
Figure 15a: Relative Learning Gains for Charter School Students in Special Education Benchmarked Against their TPS Peers in Special Education



Charter School Impact for English Language Learners

The 2015 National Assessment of Education Progress documents a performance gap between English language learners (ELL) and their English proficient peers.[15] This national trend is relevant in Washington, where 11 percent of the student population in TPS are English language learners.

Figure 16: Learning Gains for Students with ELL Designation Compared to non-ELL Students, TPS and Charter



The comparison student for Figures 16 is a TPS student who is English proficient. Figure 16 demonstrates that ELL students in TPS make significantly less annual academic progress than non-ELL students in traditional school settings. ELL students in charter schools have similar academic progress to that of non-ELL students in traditional school settings in both subjects. For both reading and math, we witness the closing of the learning growth gap between ELL students and non-ELL students, associated with charter school attendance. The differences between the ELL TPS learning growth and the ELL charter learning growth are statistically significant, as shown in Figure 16a. In particular, English language learners in charter schools experience higher learning growth of the size of 83 days of learning in both reading and math, when compared to English language learners in TPS.

[15] The Nation's Report Card. (2016) 2015 Mathematics and Reading Assessments http://www.nationsreportcard.gov/reading_math_2015/#mathematics/groups?grade=4

Figure 16a: Relative Learning Gains for ELL Charter School Students Benchmarked Against their TPS ELL Peers

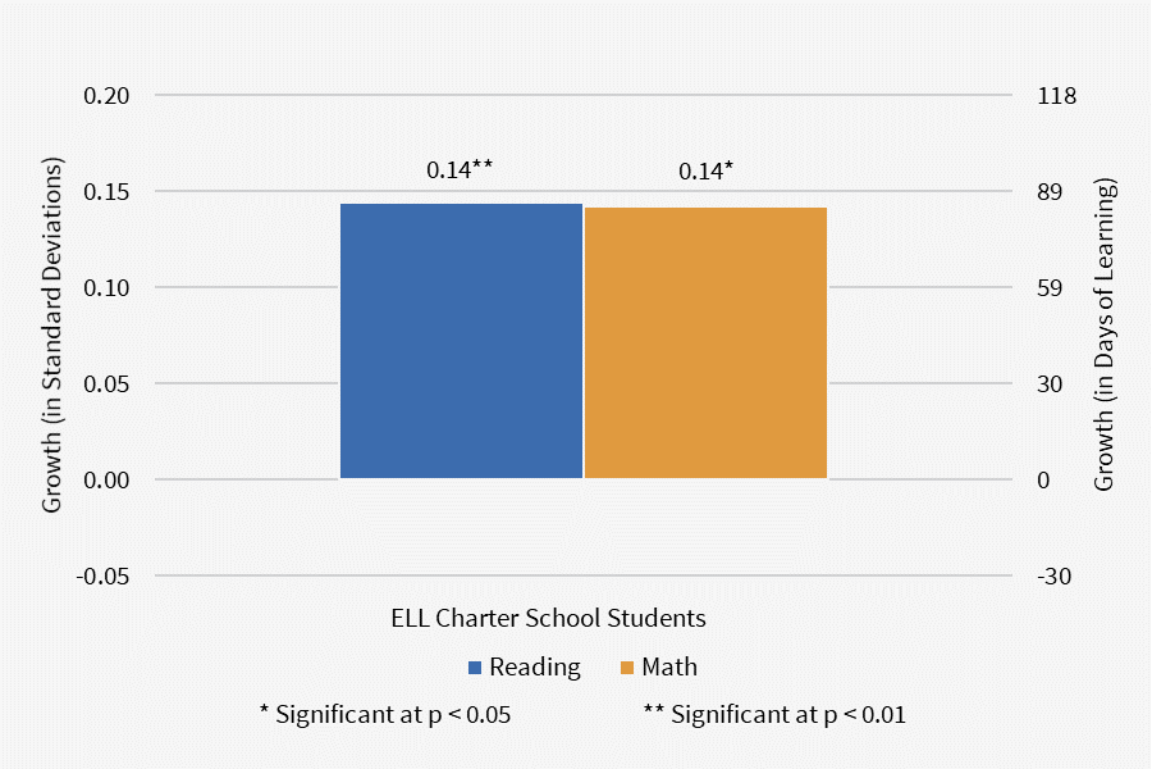
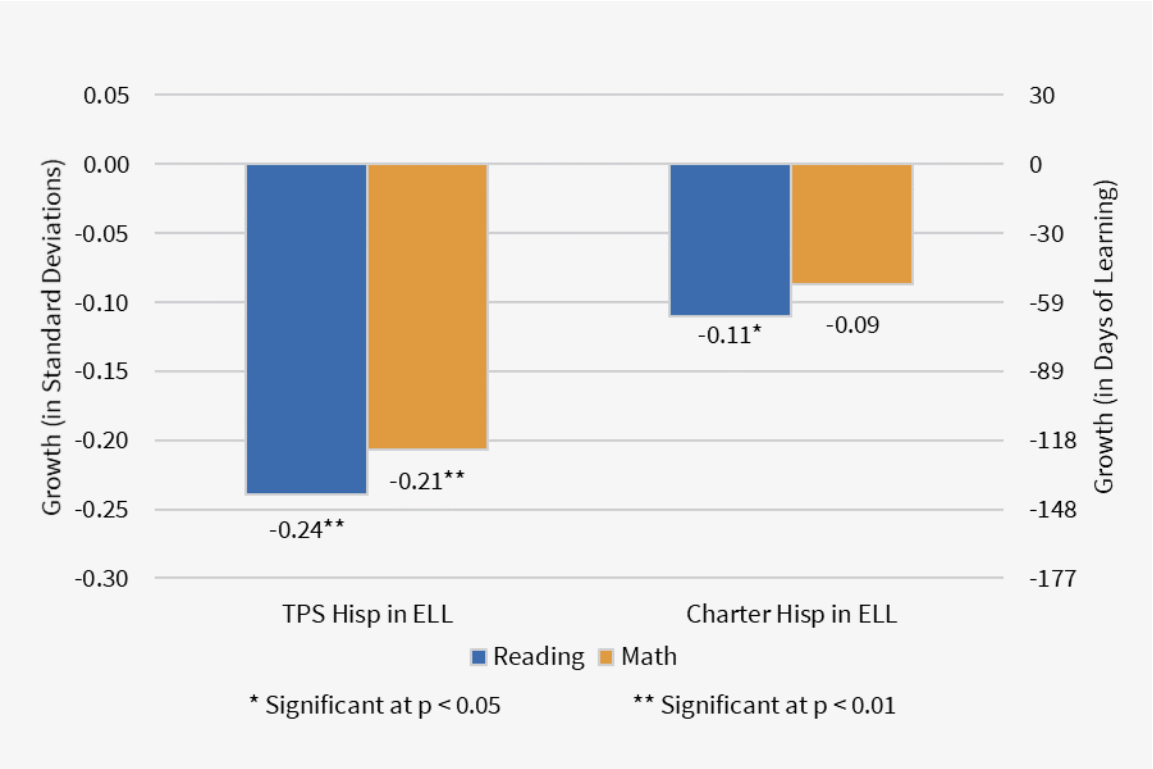


Figure 17: Learning Gains of Hispanic Students with ELL Designation Compared to Learning Gains of White TPS Students without ELL Designation, TPS and Charter



The comparison student for Figure 17 is a White TPS student who is English proficient. Figure 17 demonstrates that Hispanic ELL students in TPS make significantly less annual academic progress than non-ELL White students in traditional school settings in both math and reading. Hispanic ELL students experience a learning growth that is weaker by 142 day and 124 days of learning in reading and math, respectively, when compared to the learning growth of non-ELL TPS students. Hispanic ELL students in charter schools have similar academic progress in math but weaker academic progress by 65 days in reading compared to the academic progress of non-ELL White students in traditional school settings. Figure 17a shows that the learning growth of Hispanic ELL students in charter is statistically indistinguishable from the learning growth of Hispanic ELL students in TPS.

Figure 17a: Relative Learning Gains for Hispanic Charter School Students with ELL Designation Benchmarked Against their Hispanic TPS Peers with ELL Designation

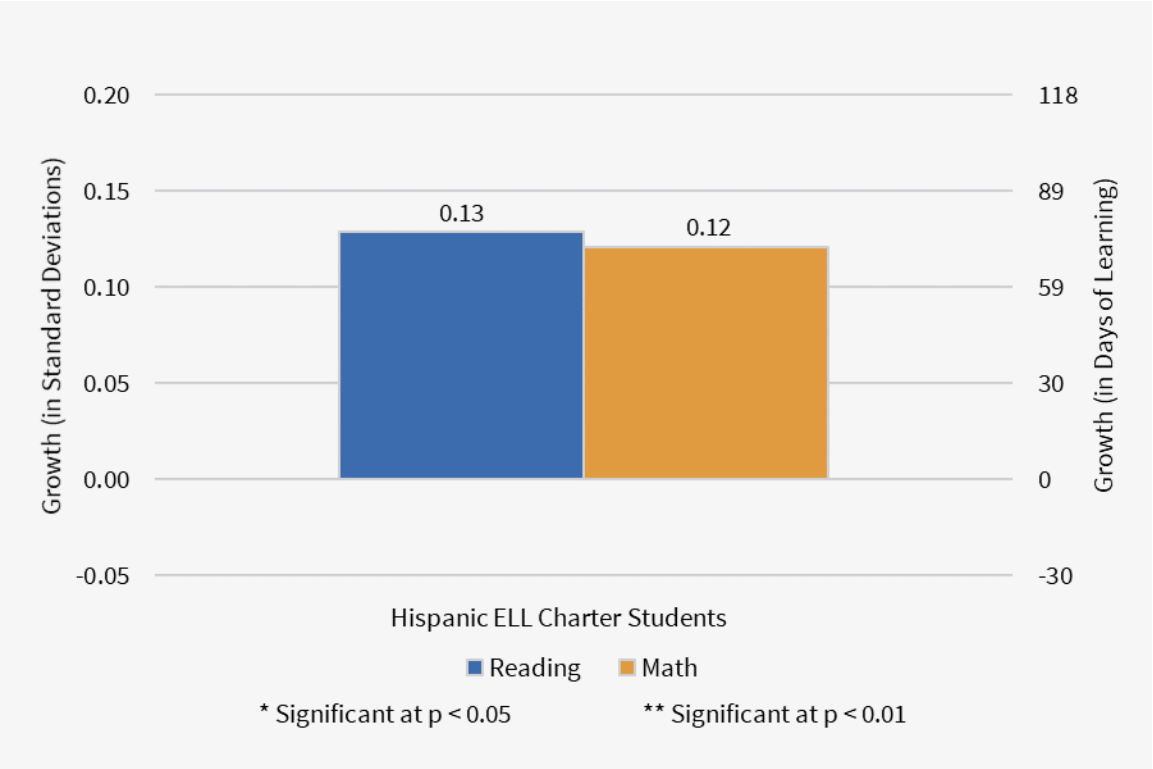


Table 8 summarizes the effect that charter schools have on student group populations. The coefficients represent the growth of each group relative to their counterpart group in TPS. The only significant findings here concern ELL students, who experience an additional 83 days of growth in both reading and math.

Table 8: Charter School Impact on Student Subgroup Performance

Student Group	Charter Effect on Student Groups Benchmarked against their TPS Peers	
	Reading	Math
Charter School Students in Poverty	0.06	0.10
Black Charter Students	0.01	0.10
Black Charter Students in Poverty	0.07	0.13
Hispanic Charter Students	0.01	0.14
Hispanic Charter Students in Poverty	0.09	0.16
Special Education Charter Students	-0.10	0.09
English Language Learner Charter Students	0.14**	0.14*
Overall Charter Effect	0.04	0.07

* Significant at the 0.05 level, **Significant at the 0.01 level

Summary and Discussion

This study examined the academic progress of charter school students in Washington over a three-year period. The report focused particularly on the gains in learning associated with charter school attendance in Washington. Our data window ranges from 2014-15 to the 2016-17 school year, amounting to two one-year growth periods.

Over that time, the typical charter school student in Washington demonstrated no statistically different academic growth in reading and math when compared to their exact-match counterpart in nearby district schools (TPS). The trend across the two growth periods shows a slight downward trend in reading and math as the number of students served grew. The finding of no meaningful difference in learning gains held across most of the different student groups within the charter population. Only English language learners experience significantly higher learning gains associated with charter school attendance. Other student subgroups such as students in poverty, Black students, and Hispanic students experience non-significant positive gains on average.

Our school-level analysis reveals important differences in the learning gains from charter school to charter schools in Washington. We observe schools with significantly positive impacts, as much as 165 and 189 more days of learning in reading and math, respectively, compared to the learning they would have realized in TPS. Conversely, some charters significantly underperformed their local school options by as much as 106 and 83 fewer days of learning in reading and math, respectively. The number of schools with significant positive results is larger than the number of significant negative schools, and is an important finding in these early years of charter school operations.

For the reader's convenience, the following table summarizes the key findings of this report.

Table 9: Summary of Statistical Significance of Findings for Washington Charter School Students Benchmarked Against Comparable TPS Students

	Reading	Math
Washington Charter Students (compared to TPS)	Similar	Similar
Charters in 2015-16 (compared to TPS in 2015-16)	Similar	Similar
Charters in 2016-17 (compared to TPS in 2016-17)	Similar	Similar
First Year Enrolled in Charter School (compared to TPS)	Similar	Similar
Second Year Enrolled in Charter School (compared to TPS)	Similar	Similar
Black Charter School Students (compared to Black TPS students)	Similar	Similar
Hispanic Charter School Students (compared to Hispanic TPS students)	Similar	Similar
Special Education Charter School Students (compared to non-SpEd TPS students)	Similar	Similar
English Language Learner Charter School Students (compared to non-ELL TPS students)	Positive	Positive
Charter Students in Poverty Students (compared to TPS Students in Poverty)	Similar	Similar
Black Charter Students in Poverty (compared to Black TPS Students in Poverty)	Similar	Similar
Hispanic Charter Students in Poverty (compared to Hispanic TPS students in poverty)	Similar	Similar
Hispanic English Language Learner Charter School Students (compared to Hispanic ELL TPS Students)	Similar	Similar

It should perhaps not be surprising that the present analysis did not find significant differences overall in the performance of charter schools. Given the small number of schools and the small share of the state's school children who attend them, it would take exceptionally large differences to trigger significance in a statistical sense. The findings point in hopeful directions, which future updates will attempt to examine in greater detail. In the meantime, there are promising examples of stronger performance that are worth attention as well as examples where concern is warranted. Future study will also be able to check if the fundamental bargain that underlies the presence of charter schools – autonomy for accountability – is fully observed in Washington State.

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APPENDICES

Appendix A: Sample Size in Each Subgroup

The numbers in the table below represent the number of charter observations associated with the corresponding results in the report. An equal number of VCRs were included in each analysis.

Appendix Table 1: Number of Observations for All Results

Student Group	Matched Charter Student Records	
	Reading	Math
Washington Charter Students	1,306	1,149
Charters in 2015-16	425	388
Charters in 2016-17	881	761
First Year Enrolled in Charter School	912	758
Second Year Enrolled in Charter School	307	278
Black Charter School Students	279	247
Hispanic Charter School Students	308	270
Special Education Charter School Students	125	108
Charter Students in Poverty	863	755
Black Charter Students in Poverty	221	195
Hispanic Charter Students in Poverty	253	220

Appendix B: Technical Appendix

Source of Student-Level Data

For the purpose of this study, student-level data were provided by Washington State's Office of Superintendent of Public Instruction (OSPI). CREDO has no power to audit or control the quality of records held by OSPI. Therefore, we recognize that there is a level of data specificity that is beyond the means CREDO can control.

Power Analysis

Due to the clustering of students within schools, we chose to use a two-level hierarchical analytic model for this analysis. This means the total N of the sample will be reduced by the clustering effect, the proportion of variance shared by students within the same schools. We conducted the power analysis using data for a two-level hierarchical model without covariates. We chose to use this more conservative power analysis rather than two-level hierarchical model with covariates, as we did not have strong estimates of R^2 values and did not want to overestimate the power of this new model.

The power analysis was computed using the *power onemean* command in Stata14. This process is based on the following equation:

$$\pi = \Phi(\sqrt{n}\delta - z1-\alpha/2) + \Phi(-\sqrt{n}\delta - z1-\alpha/2) \quad (1)$$

where Φ is the cdf of the standard normal distribution and $\delta = (\mu_a + \mu_0)/\sigma$ is the effect size.

Because the study uses students clustered within schools, the total N for the power analysis was reduced to an effective sample size (ESS) based on the interclass correlation. The formula used to reduce the total N to ESS was[16]:

$$ESS = \frac{mk}{1+\rho(m-1)} \quad (2)$$

where m is the total number of clusters, k is the average number of students per cluster, and ρ is the intraclass correlation.

The intraclass correlation is computed per Statistical Power Analysis in Education Research[17] using the formula:

$$\rho = \frac{\sigma_S^2}{\sigma_S^2+\sigma_W^2} = \frac{\sigma_S^2}{\sigma_T^2} \quad (3)$$

The resulting ESS are then used as the sample size to estimate of the power of the analyses of the study models.

[16] https://www.healthknowledge.org.uk/public-health-textbook/research-methods/1a-epidemiology/clustered-data

[17] Hedges, Larry and Rhoads, Christopher (2009). Statistical Power Analysis in Education Research (NCSER 2010-3006). Washington, DC: National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education. This report is available on the IES website at http://ies.ed.gov/ncser/.

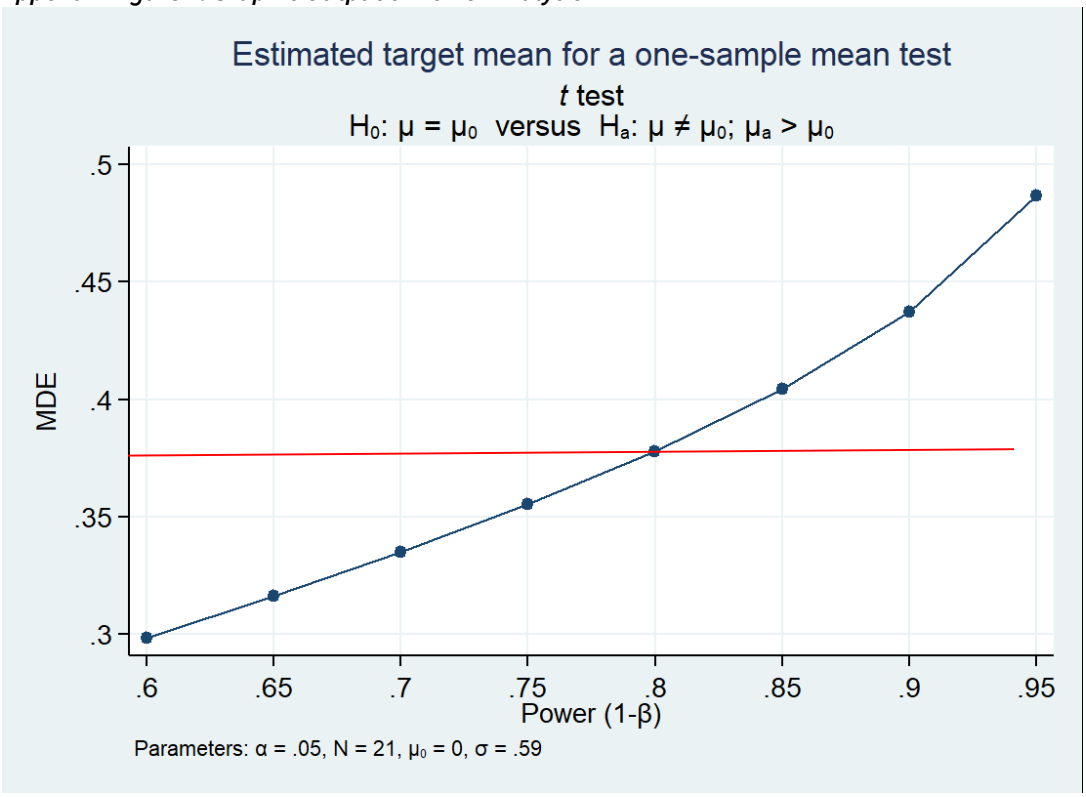
For the overall impact analysis, the minimum detectable effect size is around 0.38 given the number of schools and students in the sample. This estimate is based on the effective sample size of 21 derived from the total of matched students used in the study. Appendix Table 2 includes the numbers used to compute the ESS as well as the minimum detectable effect size. Results in Appendix Table 2 assume a power of .80 (power = 1-β), α=.05 and standard deviation of .59.

Appendix Table 2: Minimum Detectable Effect Sizes, Overall

Number of clusters	**7**
Average N students per cluster	187
Intra-Class Correlation	0.32588
Actual Number of Students	1306
Effective Sample Size	21
Minimum Detectable Effect	0.38

Appendix Figure 1 includes the graphed output of the power onemean command used in Stata 14. The minimum detectable effect (MDE) is shown on the *y-axis* and the power is shown on the *x-axis*. The MDE in Table 1 is based on a power of .80 and is marked with a red line. As can be seen in Figure 1, increasing the power to .90 would result in an increase in MDE to .44.

Appendix Figure 1: Graphic Output of Power Analysis



Selection of Comparison Observations

To create a reliable comparison group for our study, we strive to build a VCR for each charter school student. A VCR is a synthesis of the actual academic experiences of students who are identical to the charter school student, except for the fact that the VCR students attend a TPS that each charter school's students would have attended if not enrolled in the charter school. Appropriate matches for the Virtual Control Record (VCR) for each student are obtained in each growth period. We refer to the VCR as a "virtual twin" because it consolidates the experience of multiple "twins"' into a single synthesis of average academic performance. This synthesized record is then used as the counterfactual condition to the charter school student's performance.

Our approach is displayed in Appendix Figure 2. We identify all the traditional public schools whose students transfer to a given charter school; each of these schools is designated as a "feeder school." Once a TPS qualifies as a feeder school for a particular charter school, all the students in that traditional public school become potential matches for a student in that particular charter school. All the student records from all the feeder schools are pooled to become the source of records for creating the virtual match. Using the records of the students in those schools in the year prior to the test year of interest (t_0), CREDO selects all of the available TPS students that match each charter school student. The feeder school method provides a strong counterfactual as residential school assignment commonly used to place students in TPS has been shown to group

demographically and socio-economically similar students into schools. This practice increases the likelihood that students assigned to similar schools have similar backgrounds, knowledge of school choice programs, and school choice options. Once a school is identified as a feeder school for a particular charter, all the students in that TPS become potential matches for students in that particular charter school. All of the student records from all of a charter's feeder schools were pooled – this became the source of records for creating the virtual twin match[18].

The VCR matching method then eliminates any of the TPS students from the match pool whose demographic characteristics do not match exactly to the individual charter student. As part of the match process, we also drop from the TPS match pool any students who ever enrolled in a charter.

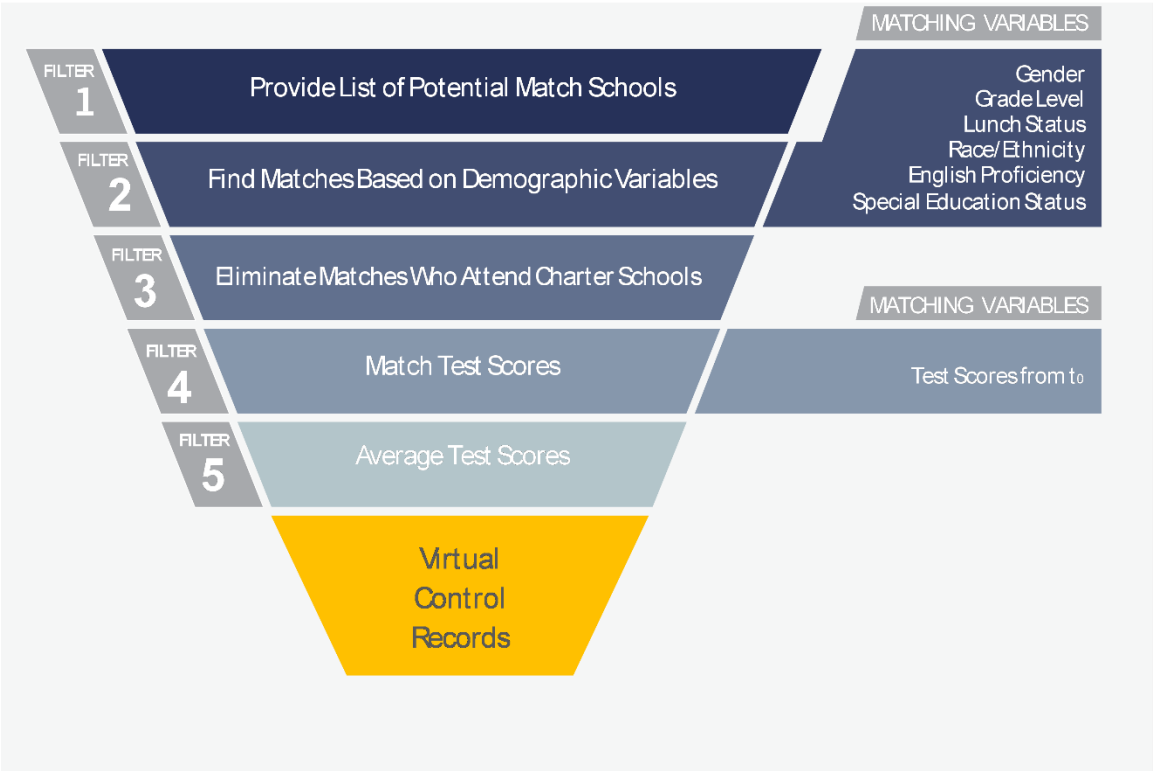
Using the records of TPS students at feeder schools in the year *prior* to the year of growth, CREDO randomly selects up to seven TPS students with identical values on the matching variables in Appendix Figure 2, including identical or very similar prior test scores. Students with similar test scores were used only when there were not enough TPS students with exact test score matches. The values for the selected TPS students are then averaged to create values for the virtual twin. As all other observable characteristics are identical, the only observable characteristic that differs between the charter student and their VCR is attendance in a charter school. The prior test score represents the impact on academic achievement of both the observable and unobservable student characteristics up to the time of the match, the year before the growth measurement. Since we matched on observable characteristics and the prior test score, we concluded that any differences in the post-test scores are primarily attributable to charter school attendance.

Match factors include:

- Grade level
- Gender
- Race/Ethnicity
- Free or Reduced Price Lunch Status
- English Language Learner Status
- Special Education Status
- Prior test score on Washington State achievement tests

[18] Each charter school has its own independent feeder list, and thus a unique pool of potential VCR matches.

Appendix Figure 2: CREDO VCR Methodology



Note: Using the VCR approach, a "virtual twin" was constructed for each charter student. The VCR method draws on the available records of the TPS that the students in a given charter school would have likely attended if they were not in that charter school. These schools are called feeder schools. From the feeder schools for each charter school, we match individual charter students to TPS students with identical traits and identical or very similar19 prior test scores.

At the point of selection as a VCR-eligible TPS student, all candidates are identical to the individual charter school student on all observable characteristics, including prior academic achievement. The focus then moves to the subsequent year, t_1. The scores from this test year of interest (t_1) for as many as seven VCR-eligible TPS students are then averaged to produce a Virtual Control Record. The VCR provides the counterfactual "control" for this analysis.

The What Works Clearinghouse of the Institute of Education Sciences is a central source of scientific evidence about what works in education in the U.S. The What Works Clearinghouse publishes every three years a handbook of research procedures and standards that meet quality research design standards. As described in the Study Approach section of this report, our matching protocol is in compliance with the updated standards described in the most recent version (version 4.0) of the What Works Clearinghouse Procedures and Standards Handbook, published in October 2017.

[19] Achievement scores were considered similar if they were within 0.1 standard deviations of the charter student's pre-charter achievement.

Demographic Composition of Charter Students in the Study

This study examines the performance of students in charter schools who participated in annual accountability testing in Washington, occurring in grades 3-8, 11 and in whatever grade the end-of-course assessments were taken. The test scores allow us to use a common measure of performance across schools and over time. However, in each growth period of the study, students who are enrolled in non-tested grades are not included in the analysis of performance. This partially accounts for the differences in school and student counts in our analysis data compared to other published figures about the charter school population in Washington State. Appendix Tables 2-3 present the student profiles of all and matched Washington State charter students tested in math in each matching period.

Appendix Table 3: Demographic Composition of Charter Students in the Study: Period 1

Student Group	All Charter Students Tested		Matched Charter Students	
	Number	Percent	Number	Percent
Washington State Charter Students	1,190		1,044	
% Matched	88%			
Black Students	284	24%	239	23%
Hispanic Students	256	22%	229	22%
White Students	424	36%	394	38%
Students in Poverty	799	67%	702	67%
Special Education Students	167	14%	107	10%
English Language Learners	101	8%	81	8%
Grade Repeating Students	8	1%	0	0%

Appendix Table 4: Demographic Composition of Charter Students in the Study: Period 2

Student Group	All Charter Students Tested		Matched Charter Students	
	Number	Percent	Number	Percent
Washington State Charter Students	336		304	
% Matched	90%			
Black Students	70	21%	64	21%
Hispanic Students	85	25%	75	25%
White Students	117	35%	113	37%
Students in Poverty	220	65%	199	66%
Special Education Students	31	9%	22	7%
English Language Learners	24	7%	18	6%
Grade Repeating Students	2	1%	0	0%

Note: Appendix Tables 3 and 4 refer to every student that attended any charter school for at least one day and tested in Math.

For this study, we match a total of 1,044 charter school students from five charter schools in math for as many years as data are available.[20] Some of these students attended a charter school for less than 91 days during a school year. Our estimates of learning gains associated with charter school attendance focus on students who attended a charter school for at least 91 days. We impose this restriction as it improves our confidence that the estimated learning gains can be associated with the charter schools attended. This restriction has a limited impact on the sample size. Also, our results remain largely unaffected by this restriction.

Students are drawn from grades 3-11, the grades covered by the state achievement testing program for reading and math or by the state end-of-course assessments. High school students are included for reading and math whenever they take the end-of-course assessment sequence in consecutive years, e.g., Algebra I, Geometry, and Algebra II. An identical number of virtual comparison records are included in the analysis in each subject. In Washington State, it was possible to obtain virtual matches for 88 percent of the tested charter school students in both reading and math.[21] This proportion assures the results reported here representative of the overall performance of charter schools in the state. The total number of observations is large enough to have confidence that the tests of effect detect real differences between charter school and TPS student performance at the statistically acceptable standard of p-value<0.05. Each student subgroup examined also had an acceptable number of observations, as reported in Appendix Tables 3 and 4.

Comparison of Starting Scores of Matched Students and VCRs

The VCR method used in this study of Washington State provided matches for 89 percent of tested charter school observations in reading and 88 percent in math. To assess the quality of the matches, we compare the starting scores of matched charter students and the Virtual Control Records obtained from the matches in both reading and math. The statistical tests of equality of means are shown in Appendix Figures 3 and 4 for math and reading, respectively. We find that the starting scores of matched students and the “Virtual Twins” used as point of comparison are almost identical. As matched students and their “Virtual Twins” have identical starting points in terms of learning in the beginning of a growth period, we can be confident that any difference in their final scores and therefore their learning growth can be attributed to charter school attendance, as the only observed way in which matched students and VCRs differ is that the former attend a charter school, while the latter consist of students attending a traditional public school.

[20] Schools that have fewer than two growth periods of experience are still included in the analysis for the years in which data are available.

[21] This match compares favorably with the 85 percent match rate in CREDO's most recent National Charter School Study (2013). See https://credo.stanford.edu/documents/NCSS%202013%20Final%20Draft.pdf. p.18.

Appendix Figure 3: Comparison of Starting Math Scores of Matched Charter Students and VCRs

Two-sample t test with unequal variances

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf.	Interval]
TPS	1,149	-.1316457	.0268288	.9094142	-.1842847	-.0790066
Charter	1,149	-.1320164	.0269185	.9124523	-.1848313	-.0792015
combined	2,298	-.131831	.0189984	.9107362	-.1690869	-.0945752
diff		.0003707	.0380051		-.0741572	.0748986

```
    diff = mean(TPS) - mean(Charter)                              t =   0.0098
Ho: diff = 0                              Welch's degrees of freedom =  2297.97

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.5039         Pr(|T| > |t|) = 0.9922          Pr(T > t) = 0.4961
```

Appendix Figure 4: Comparison of Starting Reading Scores of Matched Charter Students and VCRs

Two-sample t test with unequal variances

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf.	Interval]
TPS	1,306	-.1768931	.0252257	.9116215	-.2263805	-.1274058
Charter	1,306	-.1761691	.0253072	.9145656	-.2258162	-.1265219
combined	2,612	-.1765311	.0178627	.9129199	-.2115575	-.1415047
diff		-.000724	.0357322		-.0707902	.0693422

```
    diff = mean(TPS) - mean(Charter)                              t =  -0.0203
Ho: diff = 0                              Welch's degrees of freedom =  2611.97

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.4919         Pr(|T| > |t|) = 0.9838          Pr(T > t) = 0.5081
```

Measuring Academic Growth

With three years of data, each subject-grade-year group of scores has slightly different mid-point averages and distributions. For end-of-course assessments (EOCs) there are only subject-year groups because EOCs are not grade specific. This means a student takes this assessment after completing the

course, no matter what grade they are in. In our study, scores for all these separate tests are transformed to a common scale. All test scores have been converted to standardized scores to fit a "bell curve", in order to allow for year-to-year computations of growth.[22]

When scores are standardized, every student is placed relative to their peers in the entire state of Washington. A student scoring in the 50th percentile in Washington receives a standardized score of zero, while a standardized score of one would place a student in the 84th percentile. Students who maintain their relative place from year to year would have a growth score of zero, while students who make larger gains relative to their peers will have positive growth scores. Conversely, students who make smaller academic gains than their peers will have negative growth scores in that year.

Model for the Analysis of the Academic Impact of Charter Schools

After constructing a VCR for each charter student, we then set out to develop a model capable of providing a fair measure of charter impact. The National Charter School Research Project provided a very useful guide to begin the process[23]. First, it was useful to consider student growth rather than achievement. A growth measure provided a strong method to control for each student's educational history as well as the many observable differences between students that affect their academic achievement. The baseline model included controls for each student's grade, race, gender, free or reduced price lunch status, special education status, English language learner status, and whether they were held back the previous year. The literature on measuring educational interventions[24] found that the best estimation techniques must also include controls for baseline test scores. Each student's prior year test score is controlled for in our baseline model. Additional controls are also included for year, and period (first year in charter, second year in charter, etc.). The study's baseline model is presented below.

$$\Delta A_{i,t} = \theta A_{i,t-1} + \beta X_{i,t} + \rho Y_t + \gamma C_{i,t} + \varepsilon_{i,t} \qquad (1)$$

where the dependent variable is

$$\Delta A_{i,t} = A_{i,t} - A_{i,t-1} \qquad (2)$$

And A_{it} is the state-by-test z-score for student i in period t; A_{it-1} is the state-by-test z-score for student i in period t – 1; $X_{i,t}$ is a set of control variables for student characteristics and period; Y_t is a year fixed effect; C is a vector of

[22] For each subject-grade-year set of scores, scores are centered around a standardized midpoint of zero, which corresponds to the actual average score of the test before transformation. Then each score of the original test is recast as a measure of variation around that new score of zero, so that scores that fall below the original average score are expressed as negative numbers and those that are larger receive positive values.

[23] Betts, J. and Hill, P. et al. (2006). "Key Issues in Studying Charter Schools and Achievement: A Review and Suggestions for National Guidelines." National Charter School Research Project White Paper Series, No. 2.

[24] Betts, J. and Tang, Y. (2011) "The Effect of Charter Schools on Student Achievement: A Meta-Analysis of the Literature." National Charter School Research Project.

variables for whether student i attended a charter school and what type of charter school in period t; and ε is the error term. Errors are clustered around charters schools and their feeder patterns as well. The parameters of interest are estimated using Ordinary Least Squares (OLS) in STATA 14.

The baseline model above was extended to explore additional interactions beyond a simple binary to indicate charter enrollment. One type of extension included both "double" and "triple" interactions between the charter variable and student characteristics. For example, to identify the impact of charter schools on different racial groups, we estimate models that break the charter variable into "charter_black," "charter_hispanic," etc. To further break down the impact of charters by race and poverty, the variables above were split again. For example, black students in charter schools are split further into students that qualify for free and reduced price lunches ("charter_black_poverty") and those that do not ("charter_black_nonpoverty").

Presentation of Results

In this report, we present the impacts of attending charter schools in terms of standard deviations. The base measures for these outcomes are referred to in statistics as z-scores. A z-score of 0 indicates the student's achievement is average for his or her grade. Positive values represent higher performance while negative values represent lower performance. Likewise, a positive effect size value means a student or group of students has improved relative to the students in the state taking the same exam. This remains true regardless of the absolute level of achievement for those students. As with the z-scores, a negative effect size means the students have on average lost ground compared to their peers.

It is important to remember that a school can have a positive effect size for its students (students are improving) but still have below-average achievement. Students with consistently positive effect sizes will eventually close the achievement gap if given enough time; however, such growth might take longer to close a particular gap than students spend in school.

While it is fair to compare two effect sizes relationally (i.e., 0.08 is twice 0.04), this must be done with care as to the size of the lower value. It would be misleading to state one group grew twice as much as another if the values were extremely small such as 0.0001 and 0.0002.

Finally, it is important to consider if an effect size is significant or not. In statistical models, values which are not statistically significant should be considered as no different from zero. Two effect sizes, one equal to .001 and the other equal to .01, would both be treated as no effect if neither were statistically significant.

To assist the reader in interpreting the meaning of effect sizes, we include an estimate of the average number of days of learning required to achieve a particular effect size. This estimate was calculated by Dr. Eric Hanushek and Dr. Margaret Raymond based on the latest (2017) 4th and 8th grade test scores from the National Assessment of Educational Progress (NAEP). Using a standard 180-day school year, each one standard deviation (s.d.) change in effect size was equivalent to 590 days of learning in this study. The values in Table 6 are updated from past

reports using more recent NAEP scores, which show slower absolute annual academic progress than earlier administrations.[25]

In order to understand "days of learning," consider a student whose academic achievement is at the 50th percentile in one grade and also at the 50th percentile in the following grade the next year. The progress from one year to the next equals the average learning gains for a student between the two grades. That growth is fixed as 180 days of effective learning based on the typical 180-day school year.

We then translate the standard deviations of growth from our models based on that 180-day average year of learning, so that students with positive effect sizes have additional growth beyond the expected 180 days of annual academic progress while those with negative effect sizes have fewer days of academic progress in that same 180-day period of time.

[25] Hanushek, Eric A. P.E. Peterson, & L. Woessmann. Achievement Growth: International and U.S. State Trends in Student Performance. *Education Next*, (2012) Vol. 12, 1–35.

Regression Output for the Overall Academic Impact of Charter Schools

In Appendix Table 5 we report the regression output for the analysis of impact of charter school attendance on learning growth in reading and math.

Appendix Table 5: The Overall Impact of Washington State Charter Schools on Learning Growth

	Reading		Math	
Variable	Coefficient	SE	Coefficient	SE
Starting Score	-0.22**	0.02	-0.21**	0.02
Charter Student (1=yes)	0.04	0.06	0.07	0.09
Black	-0.12**	0.02	-0.03	0.06
Hispanic	-0.08	0.04	0.00	0.07
Asian/Pacific Islander	0.09	0.05	0.10	0.06
Native American	0.03	0.10	-0.09	0.06
Multi-racial	-0.05	0.03	0.00	0.05
Is in Poverty	-0.10**	0.02	-0.04*	0.02
Is English Learner	-0.09	0.05	-0.11*	0.04
Is Special Ed	-0.20**	0.05	-0.20**	0.06
Female	0.06**	0.02	0.00	0.02
Year 2016	-0.16*	0.06	-0.24**	0.05
Second Growth Period	0.06	0.04	0.04	0.03
Grade 06	-0.08	0.08	-0.11	0.11
Grade 07	-0.12	0.07	-0.13	0.11
Grade 08	-0.11	0.07	-0.12	0.10
Grade 10	1.12**	0.10		
Constant	0.27**	0.09	0.32*	0.13
Observations	2,612		2,298	
R-Squared	0.40		0.21	

WA Charters provides significant technical assistance to schools focused on at-risk students from school design support to and through ongoing operation technical assistance after each school reaches scale. WA Charters works in two ways to do this: 1) By *preventing* student dropout through innovative school design that prioritizes individualized education pathways for each student and 2) By intervening to help ensure that students stay in school and continue paths to and through college or post-secondary credentials/career.

PREVENTION

WA Charters runs a new school design and leader incubation program for prospective school leaders, School Leadership and Design Fellowship (SLDF). This is a selective incubation program that facilitates the design of charters that meet the needs of systemically underserved students. WA Charters also runs a diverse leader pipeline program for the SLDF called Aspiring Leaders that grounds professionals of color in all aspects of the charter sector. One of the primary design components of these programs is to ground leaders in curricula and instructional design best practice focused on student success. All operating and authorized charter schools in WA outline college and/or career readiness as a priority, have committed to education that is highly individualized, and include mentorship as a core component middle and high school instruction. These elements provide a foundation for prevention of student dropout from the get-go.

WA Charters provides robust technical assistance focused on providing inclusive and responsive education that helps prevent dropout, especially for students who qualify for special education. **1.A.10** For example, the **True Measure Collaborative**

program, coordinated by WA Charters, is a multi-partner training and technical assistance program that helps ensure students who qualify for special education supports receive highly inclusive education, responsive individualized education plans, and strong post-graduation plans. A 2018 study3 by the Center for Reinventing Public Education shows that charter schools in Washington are more successful in providing inclusive education than traditional public schools. There is no financial incentive to over-identify or enroll new students in special education services as the state only provides funding for up to 13.5 percent of special education students enrolled in a school.

INTERVENTION

WA Charters recognizes the need for early dropout intervention and has created access to early warning systems for dropout prevention for all operating and authorized charter schools in Washington. The Washington Assessment of the Risks and Needs of Students (WARNS) is a self-report measure for 13 to 18-year-old youth designed to allow schools, courts, and youth service providers to assess individual risks and needs that may lead to truancy and/or school failure, and to target interventions accordingly. WA Charters provides WARNS subscriptions free of charge to all schools and provides training on implementation and best practices.

In 2017, the Washington State Legislature instituted a new requirement for districts with 300 or more students to enter in to a Memorandum of Understanding with their local court to establish a Community Truancy Board (RCW 28A.225.026):

(1) By the beginning of the 2017-18 school year, juvenile courts must establish, through a memorandum of understanding with each school district within their respective

counties, a coordinated and collaborative approach to address truancy through the establishment of a community truancy board…

(5) …school districts are encouraged to create strong community-wide partnerships and to leverage existing dollars and resources.

To ensure high-quality community truancy boards, reduce the individual charter school burden, and share best practices across regions, WA Charters has facilitated and will continue to support the coordination of the regional Community Truancy Boards in King and Pierce Counties and across all regions where charter schools are present.

Washington State Charter School Commission

2018 SAMPLE CONTRACT

Issue Date: August, 2018

CHARTER SCHOOL CONTRACT

FOR THE OPERATION OF [SCHOOL NAME]

PARTIES:

WASHINGTON STATE CHARTER SCHOOL COMMISSION

[NON-PROFIT NAME; UBI NUMBER; EIN NUMBER]

CONTENTS

PARTIES 7

RECITALS 8

ARTICLE I: PURPOSE, TERM AND CONDITIONS PRECEDENT 9

Section 1.1 Purpose 9

Section 1.2 Term of Contract 9

Section 1.3 Pre-Opening Conditions 9

ARTICLE II: DEFINITIONS 10

ARTICLE III: SCHOOL'S MISSION 13

Section 3.1 Mission 13

ARTICLE IV: GOVERNANCE 14

Section 4.1 Governance 14

Section 4.2 Governance Documents 14

Section 4.3 Non-Profit Status 14

Section 4.4 Organizational Structure and Plan 14

Section 4.5 Composition 14

Section 4.6 Change in Status or Governance Documents 14

Section 4.7 Affiliation 15

Section 4.8 Conflicts of Interest 15

Section 4.9 Open Meetings 15

Section 4.10 Public Disclosure Filing 15

ARTICLE V: GENERAL OPERATIONAL REQUIREMENTS 16

Section 5.1 General Compliance 16

Section 5.2 Public School Status 16

Section 5.3 Nonsectarian Status 16

Section 5.4 Access to Individuals and Documents 16

Section 5.5 Ethics 16

Section 5.6 Public Records 17

Section 5.7 Record Keeping 17

Section 5.8 Non-Discrimination 17

Section 5.9 Inventories 17

Section 5.10 Administrative Records 18
Section 5.11 Student Welfare and Safety 18
Section 5.12 Transportation 18
Section 5.13 Staff Qualifications 18
Section 5.14 Staff Training 18
Section 5.15 Student Conduct and Discipline 19
Section 5.16 Transactions with Affiliates 19
Section 5.17 Contracting for Services 19
Section 5.18 School Authorized as Part of a Charter Management Organization 19
Section 5.18 School Authorized as Part of a Charter Management Organization 20
Section 5.19 Third-Party Education Service Provider Contracts 20
Section 5.20 Complaints 20
Section 5.21 Notification to Commission 21
Section 5.22 School Calendar 21
Section 5.23 Litigation and Constitutional Challenges. 21
Section 5.24 Multiple School Applicants and Operators 22
ARTICLE VI: ENROLLMENT 23
Section 6.1 Enrollment Policy 23
Section 6.2 Maximum Enrollment 23
Section 6.3 Annual Enrollment Review 23
Section 6.4 Decrease in Enrollment 23
Section 6.5 Student Transfers and Exits 23
Section 6.6 Right to Remain 23
ARTICLE VII: TUITION AND FEES 24
Section 7.1 Tuition Fees 24
ARTICLE VIII: EDUCATIONAL PROGRAM/ACADEMIC ACCOUNTABILITY 25
Section 8.1 Educational Program Terms and Design Elements 25
Section 8.2 Material Revisions to the Educational Program Terms and Design Elements 25
Section 8.3 Content Standards 25
Section 8.4 Assessments 25
Section 8.5 Graduation Requirements for High Schools 25
Section 8.6 English Language Learners 26

Section 8.7 Students with Disabilities....26
ARTICLE IX: FINANCIAL ACCOUNTABILITY.... 27
Section 9.1 Legal and Accounting Compliance....27
Section 9.2 Governance, Managerial and Financial Controls....27
Section 9.3 Non-Commingling....27
Section 9.4 Encumbrances....27
Section 9.5 Bank Accounts....28
Section 9.6 Quarterly Reports....28
Section 9.7 Accounting Methods and Records....28
Section 9.8 State Accounting Requirements....28
Section 9.9 Financial Records and Separate Accounting....28
Section 9.10 Location and Access....28
Section 9.11 Filing and Notice....28
Section 9.12 Disbursement Procedures....29
Section 9.13 Compliance with Finance Requirements....29
Section 9.14 Budget....29
Section 9.14.1 Annual Budget Statement....29
Section 9.14.2 Annual Budgets....29
Section 9.14.3 School Funding....29
ARTICLE X: AUDITS.... 30
Section 10.1 Audits....30
ARTICLE XI: SCHOOL FACILITIES.... 31
Section 11.1 Accessibility....31
Section 11.2 Health and Safety....31
Section 11.3 Location....31
Section 11.4 Construction/Renovation and Maintenance of Facilities....31
Section 11.5 Use of the Facility by the School....31
Section 11.6 Inspections....31
Section 11.7 Impracticability of Use....31
ARTICLE XII: EMPLOYMENT.... 32
Section 12.1 No Employee or Agency Relationship....32
Section 12.2 Retirement Plan....32

Section 12.3 Teacher Membership in Professional Organizations 32
Section 12.4 Background Checks 32
ARTICLE XIII: INSURANCE AND LEGAL LIABILITIES 33
Section 13.1 Insurance 33
Section 13.2 Insurance Certification 33
Section 13.3 Risk Management 33
Section 13.4 Limitation of Liabilities 34
Section 13.5 Faith and/or Credit Contracts with Third Parties 34
Section 13.6 Indemnification 34
ARTICLE XIV: OVERSIGHT AND ACCOUNTABILITY 35
Section 14.1 School Performance Framework 35
Section 14.2 Performance Audits and Evaluation 35
Section 14.2.1 Annual Performance Review 35
Section 14.2.2 Data and Reports 36
Section 14.3 Multiple School Applicant and Operator Oversight. 36
ARTICLE XV: COMMISSION'S RIGHTS AND RESPONSIBILITIES 37
Section 15.1 Oversight and Enforcement 37
Section 15.2 Right to Review 37
Section 15.3 Inquiries and Investigations 37
Section 15.4 Notification of Perceived Problems 37
Section 15.5 Other Legal Obligations 37
Section 15.6 Oversight Fee 37
ARTICLE XVI: BREACH OF CONTRACT, TERMINATION, AND DISSOLUTION 38
Section 16.1 Breach by the School 38
Section 16.2 Termination by the Commission 38
Section 16.3 Other Remedies 39
Section 16.4 Termination by the School 39
Section 16.5 Invalid Provisions 39
Section 16.6 Termination for Withdrawal of Authority 39
Section 16.7 Termination for Non-Allocation of Funds 39
Section 16.8 Termination for Conflict of Interest 39
Section 16.9 Dissolution 40

Section 16.10 Disposition of Assets upon Termination or Dissolution....40
ARTICLE XVII: MISCELLANEOUS PROVISIONS 41
Section 17.1 Merger 41
Section 17.2 Amendments....41
Section 17.3 Governing Law and Enforceability 41
Section 17.4 Severability....41
Section 17.5 No Waiver 41
Section 17.6 No Third-Party Beneficiary....41
Section 17.7 Non-Assignment....41
Section 17.8 Records Retention....41
Section 17.9 Confidential Information 41
Section 17.10 Order of Precedence....42
Section 17.11 Taxes 43
Section 17.12 Waiver....43
Section 17.13 Captions 43
Section 17.14 Gender and Number 43
Section 17.15 New School Application and Response....43
ARTICLE XVIII: NOTICE.... 44
Section 18.1 Notice....44
Attachment 1: Pre-Opening Process and Conditions 46
Attachment 2: Governance Documents 52
Attachment 3: Board Roster and Disclosures.... 53
Attachment 4: Educational Program Terms and Design Elements.... 57
Attachment 5: Conflict of Interest Policy.... 58
Attachment 6: Education Service Provider (ESP) Contract Guidelines.... 59
Attachment 7: Physical Plant.... 61
Attachment 8: Statement of Assurances.... 64
Attachment 9: Identification of Documentation Required for Annual Performance Report.... 68
Attachment 10: Enrollment Policy.... 69
Attachment 11: New School Application.... 70
Attachment 12: Charter Public School Application 71

PARTIES

This agreement is executed on this _____ day of _____ 2____ [MUST BE WITHIN 90 DAYS OF APPROVAL OF THE APPLICATION] by and between the Washington State Charter School Commission (the "Commission"), an agency of the State of Washington whose mission is to authorize high quality charter public schools throughout the state, and to ensure the highest standards of accountability and oversight for charter schools, and [NON-PROFIT APPLICANT'S NAME] ("Applicant"), a qualified public benefit nonprofit corporation.

RECITALS

WHEREAS, pursuant to chapter 28A.710 RCW, the Charter Schools Act, the people of the state of Washington provided for the establishment of public charter schools in the state of Washington.

WHEREAS, on March 31, 2017, [NON-PROFIT NAME] non-profit corporation submitted an application to open and operate a charter school referred to as [SCHOOL NAME]; and

WHEREAS, on June 29, 2017, the Commission approved the application subject to conditions outlined in Resolution [#]; and

WHEREAS, on [DATE], the State Board of Education certified that approval of the application is in compliance with the maximum limit on the number of charter schools allowed under RCW 28A.710.150.

NOW THEREFORE, in consideration of the mutual promises and other consideration recited in this agreement, the Parties agree to the Terms and Conditions of this Contract.

ARTICLE I: PURPOSE, TERM AND CONDITIONS PRECEDENT

Section 1.1 Purpose

This Contract outlines the roles, powers, responsibilities, and performance expectations governing Applicant's establishment and operation of [SCHOOL NAME], (the "School"), a public school. Applicant must comply with all of the terms and provisions of this Charter School Contract ("Contract") and all applicable rules, regulations and laws.

Section 1.2 Term of Contract

This Contract is effective [FIRST DAY OF SCHOOL], and will remain in full force and effect through [FIVE-YEARS AFTER FIRST DAY OF SCHOOL], unless sooner revoked or terminated as provided herein. Funding under this agreement shall not commence until the Pre-Opening Conditions (Attachment 1: Pre-Opening Process and Conditions) have been completed to the satisfaction of the Commission, and the school begins to operate.

Section 1.3 Pre-Opening Conditions

The School shall meet all of the Pre-Opening Conditions identified in Attachment 1: Pre-Opening Process and Conditions by the dates specified. Satisfaction of all Pre-Opening Conditions is a condition precedent to the formation of a contract. The Commission may waive or modify the conditions contained in the Pre-Opening Conditions or may grant the School an additional planning year upon good cause shown. If the School requires a delay of more than one year, it must request an extension from the Commission in writing by July 1, 2020.

ARTICLE II: DEFINITIONS

For the purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever capitalized, shall have the meaning set forth in this section:

"Applicant" means, in addition to the definition set forth in the Charter Schools Act, the qualified non-profit corporation that submitted the Application that was approved by the Commission and is subject to this Contract. For purposes of this Contract the School, School Board, Charter School Board, Board, and Applicant are one and the same and are responsible for compliance with all legal requirements to which the School is subject under Applicable Law and this Contract.

"Application" means the application and supporting documentation submitted by the Applicant to the Commission seeking to open and operate a charter school in response to the Commission's solicitation. The Application is incorporated into, and made part of, this Contract. It is attached as Attachment 12: Public Charter School Application.

"Applicable Law" means all local, state, and federal laws, ordinances, rules and regulations applicable to the operation of a charter school in the State of Washington, as they currently exist or are amended throughout the duration of the Contract. When a provision of this Contract requires the School to comply with all federal, state, and local laws, ordinances, rules, or regulations, or some combination thereof, without specific reference or citation, the language encompasses those laws that are applicable to charter schools. If there is a disagreement about what laws are applicable or the extent to which a given law is applicable, the parties shall engage in good faith discussions in an effort to determine applicability and the associated scope. However, the Commission shall be the ultimate authority regarding what laws apply to the charter schools it has authorized and the extent to which they apply.

"Articles and Bylaws" means the Applicant's articles of incorporation and bylaws as defined in Chapter 24.03RCW.

"Asset" means land, infrastructure, improvements to land, buildings, leasehold improvements, vehicles, furnishings, equipment, collections, and all other tangible and intangible assets that are used in school operations, including Small and Attractive Assets.

"Attachment" means the following contract documents: Attachment 1: Pre-Opening Process and Conditions; Attachment 2: Governance Documents; Attachment 3: Board Roster and Disclosures; Attachment 4: Educational Program Terms and Design Elements; Attachment 5: Conflict of Interest Policy; Attachment 6: Education Service Provider (ESP) Contract Guidelines; Attachment 7: Physical Plant; Attachment 8: Statement of Assurances; Attachment 9: Identification of Documentation Required for Annual Performance Report; Attachment 10: Enrollment Policy; Attachment 11: Request for Proposals; Attachment 12: Public Charter School Application.

"Charter Schools Act" means all provisions of ESSB 6194 as codified, and any amendments thereto. ESSB 6194 was primarily codified in chapter 28A.710 RCW. Statutory terms defined in the Charter Schools Act shall have the same meaning in this Contract, unless otherwise indicated.

"Contract" means, in addition to the definition set forth in the Charter Schools Act, these Terms and Conditions, the Approval Resolution, the Application, Attachments, and the Master Calendar.

"Commission" means, in addition to the definition set forth in the Charter Schools Act, the authorizing entity responsible for discharging its obligations under this Contract, the Charter Schools Act, and conducting oversight to ensure that Applicant complies with its obligations in the operation of the School. The term Commission includes the Commission's staff, employees, or other designee.

"Encumber" means the use of money or assets as collateral for loans or extensions of credit, the granting of a lien or creation of a liability that is attached to real or personal property of the Applicant.

"Education Service Provider" (ESP) means an individual, partnership, or corporation that is paid $10,000 or more to provide services necessary to operate and/or oversee the School's educational program. This includes, but is not limited to provision of school or program design and implementation, development of pedagogical approaches, curricula, instructional materials, assessments and professional development programs, and management services. School may only contract for management operations with a non-profit ESP. For purposes of this contract, ESP does not include contracts between the School and a third-party to provide back-office functions such as fiscal services, accounting services or facilities operations, those contracts are governed by Section 5.19 Third-Party Education Service Provider Contracts

"Known" or **"Knowledge"** means that a representative of Applicant and/or the School is aware of a fact, circumstance, or result, or has information that would lead a reasonable person in the same situation to believe that the facts, circumstances, or results exist. When knowledge triggers or impacts a legal responsibility or obligation of the Applicant or School, then failure to act in accordance with those legal responsibilities or obligations may be considered a material and substantial violation of this Contract.

"Master Calendar" means the compliance calendar annually issued by the Commission.

"Performance Audit" means an objective and systematic assessment of a charter school or any of its programs, functions, or activities by an independent evaluator in order to help improve efficiency, effectiveness, and accountability. Performance audits include economy and efficiency audits and program audits. Performance audits must be conducted according to U.S. Government Accountability Office auditing standards, known as Yellow Book standards. RCW 43.09.430(6); http://www.sao.wa.gov/state/Pages/Aboutperformanceaudits.aspx#.V0XQs032ZEZ.; ESSB 6194, Sec. 103 (codified at RCW 28A.710.030(2)).

"School" means the school that the Applicant was authorized to establish that is governed by the Board. For purposes of this Contract the School, School Board, Charter School Board, Board, and Applicant are one and the same and are responsible for compliance with all legal requirements to which the School is subject under Applicable Law and this Contract.

"School Board," "Charter School Board," or "**Board"** means the charter school board, as defined in the Charter Schools Act, and must at all times be appointed, operated, and governed in accordance with its Bylaws, the Application, legal obligations, and this Contract. For purposes of this Contract the School, School

Board, Charter School Board, Board, and Applicant are one and the same and are responsible for compliance with all legal requirements to which the School is subject under Applicable Law and this Contract.

"Small and Attractive Assets" include, but are not limited to Optical Devices, Binoculars, Telescopes, Infrared Viewers, Rangefinders, Cameras and Photographic Projection Equipment, Desktop Computers (PCs), Laptops and Notebook Computers, Tablets and Smart Phones, Television Sets, DVD Players, Blu-ray Players, and Video Cameras (home type).

ARTICLE III: SCHOOL'S MISSION

Section 3.1 Mission

The mission of the School is as follows: [CHARTER SCHOOL APPLICANT MUST POPULATE THIS SECTION WITH THEIR SCHOOL'S MISSION STATEMENT]

ARTICLE IV: GOVERNANCE

Section 4.1 Governance

The School shall be governed by its Board in a manner that is consistent with the terms of this Contract so long as such provisions are in accordance with state, federal, and local law. The Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School, the fulfillment of the contract, and approval of the School's budgets.

The Board shall be responsible for policy and operational decisions of the School, and, consistent with the terms of this Contract, shall be the employer of school employees. Nothing herein shall prevent the Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School. However, such delegation will not relieve the Board of its obligations under the law or this Contract, should the School fail to satisfy those obligations.

The Board shall govern the School in a manner that ensures that it will satisfy its legal obligations, including, but not limited to: compliance with all Applicable Laws, the Contract, and fidelity to the program and policies described and submitted in the Application. This includes the exercise of continuing oversight over the School's operations.

Section 4.2 Governance Documents

The Applicant and School shall maintain legal status and operate in accordance with the terms of the attached Governance Documents, Attachment 2: Governance Documents, and the Application.

Section 4.3 Non-Profit Status

The School shall be operated by a stand-alone public benefit non-profit corporation as defined under Washington at all times throughout the term of this contract.

Section 4.4 Organizational Structure and Plan

The School shall implement and follow the organizational plan described in the Application.

Section 4.5 Composition

The composition of the Board shall at all times be determined by and consistent with the Articles and Bylaws and Applicable Law. The roster of the Board and each member's disclosure form are attached to this Contract as Attachment 3: Board Roster and Disclosures (initially or as amended, the "Board Roster and Disclosures").

Section 4.6 Change in Status or Governance Documents

The Applicant shall not alter its legal status, restructure or reorganize without first obtaining written authorization from the Commission.

The Board shall notify the Commission of any modification of the School's Bylaws within five (5) business days of approval by the Board. Provided, however, that any change in the Bylaws that impacts a material term of this Contract requires written authorization from the Commission.

The Board shall notify the Commission of any changes to the Board Roster and Disclosures within five (5) business days of their taking effect and provide an amended Board Roster and Disclosures. If, at any time,

the Board fails to operate in accordance with the terms of its Bylaws it shall immediately notify the Commission of that failure.

Section 4.7 Affiliation

Notwithstanding any provision to the contrary in the Contract, Application, or the Articles and By-laws, in no event shall the Board, at any time, be composed of voting members of whom a majority are directors, officers, employees, agents or otherwise affiliated with any single entity (with the exception of the School itself or of another charter school), regardless of whether said entity is affiliated or otherwise partnered with the School. For the purposes of this paragraph, "single entity" shall mean any individual entity, as well as any and all related entities to such entity such as parents, subsidiaries, affiliates and partners. The Commission may, at its sole discretion, waive this restriction upon a written request from the School.

As used in this provision of the contract, an individual is affiliated with a single entity if the individual is associated with, a member of, or has otherwise publicly linked himself/herself with the entity.

Section 4.8 Conflicts of Interest

The Board adopted Conflicts of Interest Policy is attached to this agreement as Attachment 5: Conflict of Interest Policy and shall at all times comply with its provisions. Any amendment to Attachment 5: Conflict of Interest Policy must be adopted by the Board and approved in writing by the Commission, which shall not be unreasonably withheld. Any approved changes may be made without amendment to this agreement.

Section 4.9 Open Meetings

Starting from the date that this Contract is signed, the Board shall maintain Board-adopted policies, meeting agendas and minutes, shall make such documents available for public inspection in accordance with the requirements in chapter 42.56 RCW, and shall otherwise conduct open meetings consistent with chapter 42.30 RCW, the Open Public Meetings Act.

Section 4.10 Public Disclosure Filing

Board members must file personal financial affairs statements with the public disclosure commission between January 1st and April 15th and/or within two weeks of becoming a member of the board. Board members must comply with the Board's Conflicts of Interest Policy and ethical obligations to determine whether the financial disclosures reveal a conflict of interest or ethical violation.

ARTICLE V: GENERAL OPERATIONAL REQUIREMENTS

Section 5.1 General Compliance

The School and the Board shall operate at all times in accordance with all Applicable Law, the Contract and Commission policies, as the same may be amended from time to time.

Section 5.2 Public School Status

The School shall be deemed a public school, and local education agency, subject to all Applicable Law, including but not limited to health and safety, parents' rights, civil rights, nondiscrimination laws, public records laws, student assessment, assessment administration, data collection, reporting, and remediation requirements. These requirements include, but are not limited to, those imposed under chapter 28A.642 RCW (discrimination prohibition); chapter 28A.640 RCW (sexual equality); the Individuals with Disabilities Education Improvement Act (20 U.S.C. Sec. 1401 et seq.); the Federal Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g), McKinney-Vento homeless assistance act of 1987 (42 U.S.C. Sec. 11431 et seq.), and the Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.).

Section 5.3 Nonsectarian Status

The School shall be nonsectarian in its programs, admissions policies, employment practices and all other operations. The School shall not be to any extent under the control or direction of any religious denomination.

Section 5.4 Access to Individuals and Documents

The School shall provide the Commission with access to any individual, documentation, evidence or information requested by the Commission. The School affirmatively consents to the Commission obtaining information and documents directly from any entity or individual who may possess information or documents relevant to the operation of the school and will sign any releases or waivers required by such individuals or entities. Failure to provide this access by the deadlines imposed by the Commission will be a material and substantial breach of the Contract.

Section 5.5 Ethics

The identified School representatives will adhere to the following ethical standards:

a. No Board member, School administrator, or other School employee/representative authorized to enter contracts on behalf of the School, may be beneficially interested, directly or indirectly, in a contract, sale, lease, purchase, or grant that may be made by, through, or is under the supervision of the officer or employee, in whole or in part, or accept, directly or indirectly, any compensation, gratuity, or reward from any other person beneficially interested in the contract, sale, lease, purchase, or grant.

b. No Board member or School administrator may use his or her position to secure special privileges or exemptions for himself, herself, or others.

c. No Board member or School administrator may give or receive or agree to receive any compensation, gift, reward, or gratuity from a source except the School, for a matter connected with or related to their services as a Board member or School administrator unless otherwise provided for by law.

d. No Board member or School administrator may accept employment or engage in business or professional activity that the officer might reasonably expect would require or induce him or her by reason of his or her official position to disclose confidential information acquired by reason of his or her official position.

e. No Board member or School administrator may disclose confidential information gained by reason of the officer's position, nor may the officer otherwise use such information for his or her personal gain or benefit.

f. Terms in this provision will be defined in accordance with the definitions set out in RCW 42.52.010. The Advisory Opinions of the Executive Ethics Board shall provide non-binding guidance for the parties' interpretation of this provision.

Section 5.6 Public Records

The Applicant shall comply with the provisions of the Public Records Act, chapter 42.56 RCW and is responsible for ensuring that the School, its Board, its employees, contractors, staff, and volunteers comply with the act and any associated Board policies. This provision survives the term of the contract as long as the Applicant has the public records generated during its operation of a charter public school in its possession. The provision shall remain in effect until the complete and successful transfer of the records to the appropriate public successor entities.

Section 5.7 Record Keeping

The Applicant will comply with all Applicable Law, and Commission record keeping requirements including those pertaining to students, governance, and finance. **At a minimum, student records must include records concerning attendance, grades, meal status, special education, bilingual information, student programs, state assessments, emergency contact, student health information, and certificate of immunization or exemption. These records shall be maintained in accordance with governing document retention periods set out by the Secretary of State.** This provision survives the term of the contract as long as the Applicant has the public records generated during its operation of a charter public school in its possession. The provision shall remain in effect until the complete and successful transfer of the records to the appropriate public successor entities.

Section 5.8 Non-Discrimination

The School shall not discriminate against any student, employee or any other person on the basis of race, ethnicity, national origin, gender, disability or any other ground that would be unlawful if done by any other public school. It shall take all steps necessary to ensure that discrimination does not occur, as required by state and federal civil rights and anti-discrimination laws.

Section 5.9 Inventories

The School shall maintain a complete and current inventory of all school Assets that cost more than $5,000 (including sales tax and ancillary costs) and Small and Attractive Assets that cost $300 or more (including sales tax and ancillary costs). The School shall update the inventory annually and shall take reasonable precautions to safeguard assets acquired with public funds.

If the Contract is revoked, terminated, non-renewed or surrendered, or the School otherwise ceases to operate, Assets shall be deemed to be public assets if at least 25 percent of the funds used to purchase the

asset were public funds. Public funds include, but are not limited to, funds received by the School under chapter 28A.710 RCW, as well as any state or federal grant funds. Any assets acquired wholly with private funds shall be disposed of consistent with Washington nonprofit law, provided that the School must maintain records demonstrating the percentage of public funds used to acquire assets. If the School's records fail to establish clearly whether an asset was acquired with the use of public funds, the assets shall be deemed to be public assets.

Section 5.10 Administrative Records

The School will maintain all administrative records, including student academic records, required by law and Commission policies and procedures.

Section 5.11 Student Welfare and Safety

The School shall comply with all Applicable Law concerning health and safety, including, but not limited to, state laws regarding the reporting of child abuse and neglect, accident prevention, school safety plans, emergency drills, notification of criminal conduct to law enforcement as well as disaster response, and any applicable state and local regulations governing the operation of school facilities.

Section 5.12 Transportation

The School shall be responsible for providing students transportation in accordance with legal obligations and consistent with the plan proposed in the approved application, Attachment 12: Public Charter School Application, pages [PAGE NUMBERS OF ASSOCIATED APPLICATION].

Section 5.13 Staff Qualifications

Instructional staff, employees, and volunteers shall possess all applicable qualifications as required by state or federal law. Instructional staff shall maintain active certification in accordance with chapter 28A.410 RCW, unless instructional staff meets the requirements of RCW 28A.150.203(7).

Instructional staff must also adhere to the code of professional conduct, ethical standards governing educator conduct, and associated laws and regulations. If the Board or School administrator(s) have reason to believe that an employee with a certificate or permit authorized under chapter 28A.410 RCW or chapter 28A.405 RCW, has engaged in unprofessional conduct (Chapter 181-87 WAC) or lacks good moral character (Chapter 181-86 WAC) a complaint must be submitted to the Education Service District within which the school operates stating the basis for the belief and requesting submission of the complaint to OSPI. A copy of the School's complaint must simultaneously be sent to the Commission and OSPI's Office of Professional Practices. Certificated and licensed staff shall also be held accountable in accordance with the provisions of Title 28A RCW as well as any applicable state or federal laws.

Section 5.14 Staff Training

The School shall provide employees and staff with training required by applicable state and/or federal law as well as any additional training that is an essential design element of the educational program as required in Attachment 4: Educational Program Terms and Design Elements.

Section 5.15 Student Conduct and Discipline

The School's discipline policy must satisfy constitutional due process requirements. The School shall comply with the School's discipline policy and all Applicable Law relating to student discipline including, but not limited to, RCW 28A.150.300, 28A.600.015 and 28A.600.022.

Section 5.16 Transactions with Affiliates

The School shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease or exchange of any property or the rendering of any service) with any affiliate of the School, any member past or present of the Board, or any employee past or present of the School (except in their employment capacity), or any family member of the foregoing individuals, unless:

a. The terms of the transaction do not violate the Schools' Code of Ethics and Conflict of Interest Policy, the fiduciary obligations applicable to non-profit boards and Section 5.5 of this Contract;

b. The terms of such transaction (considering all the facts and circumstances) are no less favorable to the School than those that could be obtained at the time from a person that is not such an affiliate, member or employee or an individual related thereto;

c. The involved individual recuses him or herself from all Board discussions, and does not vote on or decide any matters related to such transaction;

d. The Board discloses any conflicts and operates in accordance with a conflict of interest policy that has been approved by the Commission.

"Affiliate" as used in this section means a person who directly or indirectly owns or controls, is owned or controlled by, or is under common ownership or control with, another person. Solely for purposes of this definition, owns, is owned and ownership mean ownership of an equity interest, or the equivalent thereof, of ten percent or more, and the term "person" means an individual, partnership, committee, association, corporation or any other organization or group of persons. The Applicant, School and Board are Affiliates as defined in this provision.

Section 5.17 Contracting for Services

Nothing in this Contract shall be interpreted to prevent the School from entering into contracts or other agreements with a school district, educational service district, or other public or private entity for the provision of real property, equipment, goods, supplies, and services, related to the operation of the School consistent with the law and the terms of this Contract.

The terms of such contracts for services shall be negotiated between the School and the other entity. Such contracts shall, at all times, be subject to the requirements of this Contract and will not relieve the School of its responsibilities under this Contract. This provision is subject to the limitations set out in this Contract.

Section 5.18 School Authorized as Part of a Charter Management Organization

[FOR SCHOOLS NOT AUTHORIZED AS PART OF A CHARTER MANAGEMENT ORGANIZATION] [Intentionally Omitted]

Section 5.18 School Authorized as Part of a Charter Management Organization

In its application, School was identified as a new school to be operated by [CMO NAME], a non-profit charter management organization (CMO). As such, School's relationship with [CMO NAME], is not subject to the procedures outlined in "Section 5.19 Third-Party Education Service Provider Contracts**."** School is otherwise subject to "Section 5.19 Third-Party Education Service Provider Contracts**"** and, in all other instances, School and [CMO NAME] are bound by the terms of this agreement and all applicable laws.

Section 5.19 Third-Party Education Service Provider Contracts

a. Limit to Scope of ESP Contracting. The School shall not, without written approval of the Commission, contract with an ESP to provide substantial educational services, management services, or both on behalf of the School. Substantial is defined as the assumption of responsibility for all or most of the educational, governance, or managerial components of a School's operations.

b. Proposed ESP Contract. At least 90 days before the proposed effective date of an ESP contract, the ESP and the School shall enter into a legally binding and enforceable contract that is subject to approval of the Commission and the requirements of this Contract. Attachment 6: Education Service Provider (ESP) Contract Guidelines contains Education Service Provider Agreement Guidelines that the School must observe. Within 24 hours of entering into the proposed contract, the School shall forward the proposed ESP contract to the Commission for review.

c. Required ESP Contract Terms. The proposed ESP contract shall set forth with particularity, among other things, (i) the contingent obligations and responsibilities of each party in the event that the contract must be modified in order to obtain or maintain the School's status under state and federal law, and (ii) the extent of the ESP's participation in the organization, operation and governance of the School.

d. Review by Commission. The Commission shall review the proposed ESP Contract and determine, within 60 days of receiving it from the School, whether it meets approval of the Commission. Approval will be contingent on satisfaction of the terms of RCW 28A.710.130(4) and evidence that the ESP contract will not detrimentally impact the School's viability, or violate the terms of this Contract or the law.

e. Representation by Attorney. The School shall be represented by an attorney during the negotiation of the proposed ESP Contract. Upon submission of the ESP contract for review by the Commission it shall be accompanied by a letter from a licensed attorney representing the School stating that the Management Contract meets the attorney's approval. Such attorney may not represent or be retained by the Management Provider.

f. Effect of ESP Contract. The School will remain ultimately responsible and accountable for its legal and contractual obligations; an ESP contract will not relieve the School of those obligations.

Section 5.20 Complaints

The School shall establish a process for resolving public complaints, including complaints regarding curriculum, which shall include an opportunity for complainants to be heard. The final administrative appeal shall be heard by the Board, not the Commission.

Section 5.21 Notification to Commission

a. Timely Notification. The School shall timely (within 24 hours) notify the Commission (and other appropriate authorities) in the following situations:

1. The discipline of employees at the School that:

- **i.** Results in suspension or termination;
- **ii.** Resignation in lieu of discipline;
- **iii.** Arises from misconduct or behavior that may have endangered the educational welfare or personal safety of students, teachers, or other colleagues within the educational setting; or
- **iv.** Is based on serious or repeated violations of law.

2. Any complaints filed, or action taken, against the School by any governmental agency.

b. Immediate Notification. The School shall immediately notify the Commission of any of the following:

1. Known conditions that may cause it to vary from the terms of this Contract, applicable Commission requirements, federal, and/or state law;

2. Non-compliance with the Applicant's legal obligations or Contract provisions;

3. Any circumstance requiring the closure of the School, including, but not limited to, a natural disaster, such as an earthquake, storm, flood or other weather related event, other extraordinary emergency, or destruction of or damage to the School facility;

4. Criminal allegations against, or arrest of any members of the Board or School employees for a crime punishable as a felony, crime involving a child, or any crime related to the misappropriation of funds or theft, if the Board, School, or any agent, employee, or representative thereof has reason to believe that an arrest occurred;

5. Misappropriation of school funds;

6. A known default on any obligation, which shall include debts for which payments are past due by sixty (60) days or more; or

7. Any change in its corporate status with the Washington Secretary of State's Office or status as a 501(c)(3) corporation.

Section 5.22 School Calendar

The School shall adopt a School calendar with an instructional program that meets the compulsory school attendance requirements of state law, financial guidelines, and state regulations. By June 30th of each year, the School will develop a school calendar for the following year and submit it to the Commission. Any changes that cause the calendar to differ materially from the calendar proposed and approved in the School's charter application are subject to Commission approval.

Section 5.23 Litigation and Constitutional Challenges.

The Board shall, through web site postings and written notice with receipt acknowledged by signature of the recipient, advise families of new, ongoing, and prospective students of any ongoing litigation challenging the constitutionality of charter schools or that may require charter schools to cease operations.

Section 5.24 Multiple School Applicants and Operators

An Applicant that has been authorized to open one school must successfully execute its legal obligations to the satisfaction of the Commission before any subsequent school may open.

ARTICLE VI: ENROLLMENT

Section 6.1 Enrollment Policy

The School shall comply with Applicable Law and the enrollment policy approved by the Commission and incorporated into this agreement as Attachment 10: Enrollment Policy.

Section 6.2 Maximum Enrollment

The maximum number of students who may be enrolled in the first year of operation of the School shall be [MAXIMUM NUMBER OF STUDENTS LISTED IN FIRST YEAR ENROLLMENT ON COVER SHEET AND ENROLLMENT PROJECTION] students, with an ability to exceed this amount by no more than 25 students, to the extent that the School's facility and staffing can accommodate such a number and maintain compliance with Applicable Law and the Contract. If the School wishes to enroll more than the maximum number of students listed above, it shall, before exceeding this number, provide evidence satisfactory to the Commission that it has the capacity to serve the larger population. The maximum enrollment shall not exceed the capacity of the School facility.

Section 6.3 Annual Enrollment Review

As necessary, the maximum enrollment of the School will be adjusted annually by the Board 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 Contract, and assure that its student enrollment does not exceed the capacity of its facility.

Section 6.4 Decrease in Enrollment

The School shall immediately report a decrease in enrollment of 20%, or more, to the Commission.

Section 6.5 Student Transfers and Exits

Any student exiting out of the School shall be documented by an exit form signed by the student's parent or guardian, which affirmatively states the reason for the transfer or exit and that the student's transfer or exit is voluntary. The School shall collect and report to the Commission, in a format required or approved by the Commission, exit data on all students transferring from or otherwise exiting the school for any reason (other than graduation), voluntary or involuntary. Such exit data shall identify each departing student by name and shall document the date of and reason(s) for each student departure. In the event that the School is unable to document the reasons for a voluntary withdrawal, the School shall notify the Commission and provide evidence that it made reasonable efforts to obtain the documentation described in this section.

Section 6.6 Right to Remain

The School shall comply with the McKinney-Vento Act, 42 U.S.C. 11432 et seq. Students who fail to attend the School as required by RCW 28A.225.010 may be removed from the School's rolls only after the requisite unexcused absences have been documented and all truancy procedures followed, consistent with chapter 28A.225 RCW, the provisions of the McKinney-Vento act, and Commission policy.

ARTICLE VII: TUITION AND FEES

Section 7.1 Tuition Fees

The School will not charge tuition. The School shall not charge fees except as allowed by Applicable Law.

ARTICLE VIII: EDUCATIONAL PROGRAM/ACADEMIC ACCOUNTABILITY

The School is required to implement, deliver, support, and maintain the design elements and education program terms described in its Application.

Section 8.1 Educational Program Terms and Design Elements

The School shall implement, deliver, support and maintain the essential design elements of its educational program, as described in its Application. Design elements include, but are not limited to, the mission, vision, objectives and goals, and the educational program terms identified in Attachment 4: Educational Program Terms and Design Elements.

Section 8.2 Material Revisions to the Educational Program Terms and Design Elements

Material revisions and/or amendments to the essential design elements and education program terms shall require the Commission's pre-approval. Failure to implement, deliver, support and maintain the essential design elements of the School's educational program is a material and substantial breach of the Contract.

Section 8.3 Content Standards

The School's educational program shall meet or exceed basic education standards. The School is also subject to the supervision of the Office of the Superintendent of Public Instruction (OSPI) and the State Board of Education. Standards that must be met by the school include, but are not limited to:

a. Basic education, as defined in RCW 28A.150.200, .210 and .220;

b. Instruction in the essential academic learning requirements (learning standards) and associated standards;

c. Participation in, and performance on, statewide student assessments;

d. Performance improvement goals and associated requirements;

e. Accountability measures;

f. State graduation requirements;

g. Academic standards applicable to noncharter public schools;

h. Standards and requirements contained in the Performance Framework; and

i. Other state and federal accountability requirements imposed by law, regulation, policy or this Contract.

Section 8.4 Assessments

The School shall participate in and properly administer the academic assessments required by OSPI, the State Board of Education, and Applicable Law, as well as those assessments that are an essential design element of the educational program as required in Attachment 4: Educational Program Terms and Design Elements. The School shall comply with all assessment protocols and requirements as established by the OSPI and the State Board of Education, maintain test security, and administer the tests consistent with all relevant state and Commission requirements. The School shall follow OSPI's administration and security requirements associated with those tests being administered.

Section 8.5 Graduation Requirements for High Schools

The School's curriculum shall meet or exceed all applicable graduation requirements as established by the State Board of Education.

Section 8.6 English Language Learners

The School shall at all times comply with all Applicable Law governing the education of English language learners including, but not limited to, the Elementary and Secondary Education Act (ESEA), Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974 (EEOA), RCW 28A.150.220, RCW 28A.180.010 to 28A.180.080. The School shall provide resources and support to English language learners to enable them to acquire sufficient English language proficiency to participate in the mainstream English language instructional program. The School shall employ and train teachers to provide appropriate services to English language learners. The School must implement, deliver, support, and maintain an education program that provides all the legally required education and services to English language learners.

Section 8.7 Students with Disabilities

The School shall provide services and accommodations to students with disabilities as set forth in the Application and in accordance with any relevant policies thereafter adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 et seq.) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 et seq.) (the "ADA"), section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504"), and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program ("IEP") recommended by a student's IEP team. The School shall also comply with all applicable federal and State laws, rules, policies, procedures and directives regarding the education of students with disabilities including, but not limited to, chapter 28A.155 RCW.

ARTICLE IX: FINANCIAL ACCOUNTABILITY

Section 9.1 Legal and Accounting Compliance

The School shall comply with all Applicable Law, including but not limited to, state financial and budget rules, regulations, and financial reporting requirements, as well as the requirements contained in the Commission's Charter School Performance Framework, chapter 108-30 WAC. The School shall also adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the Commission or the state auditor, including annual audits for legal and fiscal compliance.

Section 9.2 Governance, Managerial and Financial Controls

At all times, the School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to:

a. Generally Accepted Accounting Principles and the capacity to implement them;
b. A checking account;
c. Adequate payroll procedures;
d. An organizational chart;
e. Procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year;
f. Internal control procedures for cash receipts, cash disbursements and purchases;
g. Procedures identified in the Application; and
h. Maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

Section 9.3 Non-Commingling

Assets, funds, liabilities and financial records of the School shall be kept separate from assets, funds, liabilities, and financial records of any other person, entity, or organization unless approved in writing by the Commission. Additionally, public funds and assets received by the School shall be tracked and accounted for separately.

Section 9.4 Encumbrances

The School may issue secured and unsecured debt, including pledging, assigning or encumbering its assets to manage cash flow, improve operations, or finance the acquisition of real property or equipment. Provided that the School shall not:

a. Pledge, assign or encumber any public funds received or to be received pursuant to RCW 28A.710.220;
b. Encumber its assets in a manner that will jeopardize its fiscal viability;
c. Pledge the full faith and credit of the state or any political subdivision or agency of the state;
d. Encumber other funds that contain a restriction or prohibition on such encumbrance; or
e. Encumber any funds or assets in violation of the law.

Section 9.5 Bank Accounts

The School shall, upon request, provide the Commission with the name of each financial institution with which it holds an account along with the associated account number. At the election of the Commission, the School may be required to obtain documentation from all of the School's bank accounts or to sign a release and authorization that allows the financial institution to provide documents and information directly to the Commission.

Section 9.6 Quarterly Reports

The School shall prepare quarterly financial reports for the Commission in compliance with generally accepted accounting principles. Such reports shall be submitted to the Commission 45 days after the quarter end for quarters 1, 2 and 3 and 180 days after the year end. The form of the quarterly reports will be determined by the Commission. Fourth quarter and year end reports shall be submitted with the annual independent financial audit.

Section 9.7 Accounting Methods and Records

The School agrees to maintain financial records in accordance with generally accepted accounting principles and to make such records available promptly to the Commission upon request. When the request is for on-site inspection of records, prompt is defined as immediate access. If the request is for reproduction of records, then the Commission will include a timeframe in which the records must be provided; adherence to this timeframe will be considered prompt.

Section 9.8 State Accounting Requirements

The School shall use and follow all policies and requirements issued by the Washington State Auditor's office concerning accounting for public school districts in the state of Washington. The School shall also comply with public school budget and accounting requirements, the Accounting Manual for School Districts and the Administrative Budgeting and Financial Reporting Handbook.

Section 9.9 Financial Records and Separate Accounting

The School shall record all financial transactions in general, appropriations, and revenue and expenditures records. In addition, the School shall make appropriate entries from the adopted budgets in the records for the respective funds, and shall maintain separate ledgers accounting for funds by funding source. Accounts must be reconciled on a monthly basis.

Section 9.10 Location and Access

The School shall maintain, or cause to be maintained, books, records, documents, and other evidence of accounting procedures and practices which sufficiently and properly reflect all direct and indirect costs of any nature expended in the performance of this Contract. These records shall be subject at all reasonable times to inspection, review, or audit by personnel duly authorized by the Commission, the Office of the State Auditor, and federal officials so authorized by law, rule, regulation, or contract. The financial records must be maintained for immediate access by the Commission and reasonable access by the public as required by law.

Section 9.11 Filing and Notice

The School shall comply with notice and filing requirements of non-profit corporations.

Section 9.12 Disbursement Procedures

The School shall establish procedures for ensuring that funds are disbursed for approved expenditures consistent with the School's budget.

Section 9.13 Compliance with Finance Requirements

The School shall comply with all other legal requirements imposed on charter school finances, budgeting, accounting and expenditures. The Parties will collaborate to assure that they each remain reasonably current on the impact of any legal modifications on charter schools. The School holds ultimate responsibility for compliance with the legal requirements associated with charter school finances, budgeting, accounting and expenditures.

Section 9.14 Budget

Section 9.14.1 Annual Budget Statement

The governing board of the School shall adopt an annual budget statement that describes the major objectives of the educational program and manner in which the budget proposes to fulfill such objectives.

Section 9.14.2 Annual Budgets

On or before July 10th of each year, the School will submit to the Commission the School's proposed budget for the upcoming fiscal year (September 1 through August 31st). The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall:

a. Be presented in a summary format which is consistent with accepted practice in the field;

b. Be presented in a summary format that will allow for comparisons of revenues and expenditures among charter schools by pupil;

c. Be presented in a format approved by the Commission;

d. Show the amount budgeted for the current fiscal year;

e. Show the amount forecasted to be expended for the current fiscal year;

f. Show the amount budgeted for the upcoming fiscal year;

g. Specify the proposed expenditures and anticipated revenues arising from the contracting of bonded indebtedness by a capital improvement zone, if applicable;

h. Balanced with expenditures, inter-fund transfers, or reserves not in excess of available revenues and beginning fund balances; and

i. Reconcile beginning fund balance on a budgetary basis. Schools with under 1,000 full-time equivalent students for the preceding fiscal year may make a uniform election to be on the cash basis of revenue and expenditure recognition, except for Debt Service Funds. All other schools shall be on the modified accrual basis for budgeting, accounting, and financial reporting. The School's reconciliation shall include but need not be limited to the liability for accrued salaries and related benefits. The reconciliation shall be included with the final version of the amended budget and the annual audited financial statements.

Section 9.14.3 School Funding

The School will receive funding in accordance with the provisions of chapter 28A.710 RCW and associated rules and procedures.

ARTICLE X: AUDITS

Section 10.1 Audits

The School shall comply with all audit obligations imposed by law, but not limited to, audit requirements of the State Auditor's Office, audit requirements for non-profit corporations, and those imposed by the Commission. Within the scope of its responsibilities, the State Auditor's Office may conduct the following types of audits:

- **a.** Financial;
- **b.** Accountability;
- **c.** Federal single;
- **d.** Special investigation (includes fraud audit); and
- **e.** Performance.

The School must contract for an independent performance audit of the school to be conducted: (a) The second year immediately following the school's first full school year of operation; and (b) every three years thereafter. The performance audit must be conducted in accordance with the United States general accounting office government auditing standards.

The School shall be financially responsible for all costs associated with the audit(s). The Commission retains the discretion to require audits as it deems appropriate. The School shall provide the Commission with a copy of any audits prepared under this provision by the deadlines imposed by the Commission. Failure to comply with this provision shall be considered a material and substantial violation of the terms of this contract and may be grounds for termination, revocation or other remedy as provided by this agreement.

ARTICLE XI: SCHOOL FACILITIES

Section 11.1 Accessibility

The School facilities shall conform with Applicable Law governing public school facility access.

Section 11.2 Health and Safety

The School facilities shall meet all Applicable Laws governing health, safety, occupancy and fire code requirements and shall be of sufficient size to safely house the anticipated enrollment. Any known change in status or lapse into non-compliance with this provision must be immediately reported to the Commission.

Section 11.3 Location

The School shall provide evidence that it has secured a location that is acceptable to the Commission by [DEPENDENT ON APPLICATION AND DATE WILL BE DETERMINE DURING CONTRACT NEGOTIATIONS]. The school may move its location(s) only after obtaining written approval from the Commission, subject to such terms and conditions as may be specified. Any change in the location of the School shall be consistent with the Application and acceptable to the Commission. Attachment 7: Physical Plant, contains the address and description of the approved facility.

Section 11.4 Construction/Renovation and Maintenance of Facilities

The School will be responsible for the construction/renovation and maintenance of any facilities owned or leased by it (to the extent agreed upon in any such lease). The School will be responsible for ensuring compliance with all accessibility requirements contained in Applicable Law.

Section 11.5 Use of the Facility by the School

The School will use the facility for the sole purpose of operating a public school as authorized by this Contract. The School will not conduct, nor will it permit, any activity that would threaten or endanger the health or safety of occupants, the structural integrity of the facility, or the insurability of the facility, or violate applicable state or federal law. The school shall have a policy regarding the use of the facility by third parties that is submitted to the Commission for approval.

Section 11.6 Inspections

The Commission will have access at all reasonable times and frequency to any facility owned, leased or utilized in any way by the School for purposes of inspection and review of the School's operation and to monitor the School's compliance with the terms of this Contract and all Applicable Law. These inspections may be announced or unannounced as deemed appropriate by the Commission, or its designee, in the fulfillment of its oversight responsibilities.

Section 11.7 Impracticability of Use

If use by the School of a facility is rendered impracticable by any cause whatsoever, or if the funds necessary to construct/renovate or upgrade a facility cannot be secured, the School shall be responsible for securing an alternative facility. The School may move into that facility only after obtaining written approval from the Commission, subject to such terms and conditions as may be specified by the Commission. The Commission shall not be obligated to provide an alternative facility for use by the School.

ARTICLE XII: EMPLOYMENT

Section 12.1 No Employee or Agency Relationship

Neither the School, its employees, agents, nor contractors are employees or agents of the Commission. The Commission or its employees, agents, or contractors are not employees or agents of the School. None of the provisions of this Contract will be construed to create a relationship of agency, representation, joint venture, ownership, or control of employment between the Parties other than that of independent Parties contracting solely for the purpose of effectuating this Contract.

Section 12.2 Retirement Plan

The School's employees shall be members of the State of Washington's public employees' retirement system to the extent authorized by law.

Section 12.3 Teacher Membership in Professional Organizations

Teachers at the School have the right to join, or refrain from joining, any lawful organization for their professional or economic improvement and for the advancement of public education.

Section 12.4 Background Checks

a. The School will obtain and retain copies of fingerprint and background checks (record checks) through the Washington state patrol criminal identification system under RCW 43.43.830 through 43.43.834, 10.97.030, and 10.97.050, and through the federal bureau of investigation before hiring an employee or allowing contractors on school premises when the employee, board member, or contractor will have unsupervised access to children. This shall be an ongoing requirement; background checks will be renewed every two years to determine whether conduct has occurred post-employment. If the employee or contractor has had a record check within the previous two years, the school, may rely on the information contained in OSPI's record check data base to satisfy this requirement. When necessary, applicants may be employed on a conditional basis pending completion of the record check(s).

b. Each year the School will conduct record checks on volunteers using the Washington Access to Criminal History (WATCH) program before the volunteer is allowed to have unsupervised access to children at the school, or during school sponsored or affiliated events. A copy of the results of the check shall be maintained by the school.

c. The School shall give notice to the Commission of any employee it finds who has a prior conviction of a felony, or any crime related to theft or misappropriation of funds, and of any employee who is convicted of a felony during the term of an employee's employment. The School shall also give notice to the Commission of any employee who has been convicted of an offense enumerated or referenced in chapter 28A.410 RCW.

d. Employee rosters and proof of background check clearance shall be provided to the Commission as required by the Charter School Performance Framework, chapter 108-30 WAC.

ARTICLE XIII: INSURANCE AND LEGAL LIABILITIES

Section 13.1 Insurance

The School will maintain adequate insurance necessary for the operation of the School, including but not limited to property insurance, general liability insurance, workers' compensation insurance, unemployment compensation insurance, motor vehicle insurance, and errors and omissions insurance covering the Board, School, and its employees with policy limits as set forth below:

a. Comprehensive general liability: $3,000,000

b. Officers, directors and employees errors and omissions: $50,000

c. Professional liability insurance: $1,000,000 per occurrence, plus $3,000,000 for sexual molestation claims. Coverage must include coverage from claims of sexual molestation and corporal punishment and any sublimits must be approved by the Commission.

d. Data Breach Insurance: $1,000,000

e. Property insurance: As required by landlord or lender

f. Transportation/Motor vehicle liability (if appropriate): $3,000,000 per occurrence, which must include coverage for bodily injury and property damage; any sublimits must be approved by the Commission. In addition, collision and comprehensive insurance against physical damage including theft shall be provided with a maximum deductible of $1,000 for collision and $1,000 for comprehensive coverage except when the cost of the coverage would exceed the value of the vehicle during the contract period.

g. Fidelity/Crime Coverage: $500,000

h. Workers' compensation: Prior to performing work under this Contract, the School shall provide or purchase industrial insurance coverage for its employees, as may be required of an "employer" as defined in RCW Title 51, and shall maintain full compliance with RCW Title 51 during the course of this Contract.

The Commission shall be named as an additional insured on all of these insurance policies. The Commission may reasonably require the School to adjust the coverage and limits provided for under the terms of any particular contract or policy. The School will pay any deductible amounts attributable to any acts or omissions of the School, its employees, or agents. Failure to maintain insurance coverage in at least the minimum limits required by this contract is grounds for revocation.

Section 13.2 Insurance Certification

The School shall, by August 1st of each year, provide the Commission with proof of insurance as required by state law and Commission policy.

Section 13.3 Risk Management

Within 24 hours of identification of any pending or threatened claims or charges the School will inform the Commission and provide the Commission's counsel and risk manager with all notices of claims. In addition to satisfying its indemnification obligations, the School will cooperate fully with the Commission in the defense of any claims asserted against the Commission, its board members, agents or employees arising from or related to the operation of the School and comply with the defense and reimbursement provisions of all applicable insurance policies.

Section 13.4 Limitation of Liabilities

In no event will the State of Washington, or its agencies, officers, employees, or agents, including, but not limited to the Commission, be responsible or liable for the debts, acts or omissions of the School, its officers, employees, or agents.

Section 13.5 Faith and/or Credit Contracts with Third Parties

The School shall not have authority to extend the faith and credit of the Commission or the State of Washington to any third party and agrees that it will not attempt or purport to do so. The School acknowledges and agrees that it has no authority to enter into a contract that would bind the Commission and agrees to include a statement to this effect in each contract or purchase order it enters into with third parties.

Section 13.6 Indemnification

To the fullest extent permitted by law, the School shall indemnify, defend and hold harmless the Commission, State, agencies of State and all officials, agents and employees of State, from and against all claims for injuries or death arising out of or resulting from the performance of the contract by the Schools' agents, employees, representatives, or contractors. The School's obligation to indemnify, defend, and hold harmless includes any claim by Schools' agents, employees, representatives, or any contractor or its employees. The School expressly agrees to indemnify, defend, and hold harmless the Commission and State for any claim arising out of or incident to School's or any contractor's performance or failure to perform obligations under the contract. The obligation of indemnification includes all attorney fees, costs and expenses incurred by the Commission and/or State in defense of any suits, actions, grievances, charges and/or proceedings. This obligation shall survive the term of this contract.

ARTICLE XIV: OVERSIGHT AND ACCOUNTABILITY

Section 14.1 School Performance Framework

a. Annually, the School and Commission must set performance targets designed to help the School meet its mission-specific educational and organizational goals, applicable federal, state, and Commission expectations. Once agreed upon, those performance targets shall be incorporated into the contract though amendment.

b. The School shall annually Meet Standards or Exceed Standards on the Commission's Charter School Performance Framework set out in chapter 108-30 WAC, the requirements contained in chapter 28A.710 RCW, and as set out in this Contract. The specific terms, form, and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Commission and will be binding on the School.

c. The Commission will monitor and periodically report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. Such reporting will take place in accordance with the Commission's Master Calendar and required school data reporting per OSPI rules and policies.

d. The School's performance in relation to the indicators, measures, metrics and targets set forth in chapter 108-30 WAC, the requirements contained in chapter 28A.710 RCW, and the School specific performance measures set out in this Contract shall provide one basis upon which the Commission will base its decisions to renew, revoke, terminate or take other action on the Contract.

e. The specific terms, form, and requirements of the Performance Framework may be modified or amended to the extent required to align with changes to applicable state or federal accountability requirements, as set forth in law. In the event that any such modifications or amendments occur, the Commission will use best efforts to apply expectations for school performance in a manner consistent with those set forth in the Performance Framework as initially established in the Contract.

f. The Commission reserves the right to amend the Charter School Performance Framework set out in chapter 108-30 WAC in accordance with the legal requirements that govern amendment of agency rules. The School will be required to comply with any amendments of the Charter School Performance Framework.

Section 14.2 Performance Audits and Evaluation

Annually, the school shall be subject to an annual review by the Commission or its designee.

Section 14.2.1 Annual Performance Review

The School shall be subject to a review of its academic, organizational, and financial performance at least annually and is required to comply with obligations as indicated in Attachment 9: Identification of Documentation Required for Annual Performance Report.

The School agrees to make all documentation, records, staff, employees, or contractors promptly available to the Commission upon request.

Section 14.2.2 Data and Reports

The School shall promptly provide to the Commission any information, data, documentation, evidence and reports necessary for the Commission to meet its oversight and reporting obligations as outlined in chapter 28A.710 RCW. When the request is for on-site inspection of records, prompt is defined as immediate access. If the request is for reproduction of records, then the Commission will include a timeframe in which the records must be provided; adherence to this timeframe will be considered prompt.

The School shall also provide required documentation, data, information and reports identified in Attachment 9: Identification of Documentation Required for Annual Performance Report by the deadlines identified in the Master Calendar.

The School shall submit all data, worksheets, reports, and other information required by OSPI in accordance with the deadlines imposed by OSPI.

Failure to provide reports, data, documentation, or evidence by the date due is a material violation of the Contract.

Section 14.3 Multiple School Applicant and Operator Oversight.

Once an Applicant is operating more than one school, the Commission may require the Applicant to address identified concerns or deficiencies in all of its Schools without conducting an investigation or inquiry at each School. The revocation of one school's charter shall create a presumption that all other contracts with the Commission shall be revoked. The Applicant bears the burden of rebutting the presumption.

ARTICLE XV: COMMISSION'S RIGHTS AND RESPONSIBILITIES

Section 15.1 Oversight and Enforcement

The Commission will manage, supervise, and enforce this Contract. It will oversee the School's performance under this Contract and hold the School accountable to performance of its obligations as required by federal and state laws and regulations, the Performance Framework, as well as the terms of this Contract. This may include, but is not limited to, taking corrective action, development of corrective action plans, imposing sanctions, renewal, revocation, or termination of this Contract.

Section 15.2 Right to Review

The Commission is a state educational agency with oversight and regulatory authority over the schools that it authorizes as provided by the provisions of chapter 28A.710 RCW. Upon request, the Commission, or its designee, shall have the right to review all records created, established or maintained by the School in accordance with the provisions of this Contract, Commission policies and regulations, or federal and state law and regulations. This right shall be in addition to the Commission's right to require the School to submit data and other information to aid in the Commission's oversight and monitoring of the School as provided under this Contract and governing law. When the request is for on-site inspection of records, the Commission shall be granted immediate access. If the request is for reproduction of records, then the Commission will include a timeframe in which the records must be provided; the School must adhere to this timeframe.

This information, regardless of the form in which it is disclosed, will be used by the Commission, and its authorized representatives, to satisfy its obligations to audit, evaluate, and conduct compliance and enforcement activities relative to the School.

Section 15.3 Inquiries and Investigations

The Commission may conduct or require oversight activities including, but not limited to, inquiries and investigations consistent with chapter 28A.710 RCW, regulations, and the terms of this Contract. The Commission may gather information or evidence from any individual or entity with information or evidence that may be relevant to the inquiry or investigation.

Section 15.4 Notification of Perceived Problems

The Commission will notify the School of perceived problems about unsatisfactory performance or legal compliance within reasonable timeframes considering the scope and severity of the concern. The School will be given reasonable opportunity to respond to and remedy the problem, unless immediate revocation is warranted.

Section 15.5 Other Legal Obligations

Nothing in this Contract will be construed to alter or interfere with the Commission's performance of any obligations imposed under federal or state law.

Section 15.6 Oversight Fee

The Commission shall be paid an authorizer oversight fee in accordance with RCW 28A.710.110 and associated rules adopted by the State Board of Education (SBE).

ARTICLE XVI: BREACH OF CONTRACT, TERMINATION, AND DISSOLUTION

Section 16.1 Breach by the School

Violation of any material provision of this contract may, in the discretion of the Commission, be deemed a breach and be grounds for corrective action up to and including revocation or nonrenewal of this Contract. In making this determination, the Commission will consider the underlying facts and circumstances including, but not limited to, the severity of the violation as well as the frequency of violations and adhere to the applicable procedures contained in chapter 28A.710 RCW, and its rules and procedures. Material provisions include, but are not limited to, provisions imposing a requirement to comply with the Commission rules and policies and all Applicable Laws.

Section 16.2 Termination by the Commission

This Contract may be terminated, after written notice to the School, and the charter revoked by the Commission in accordance with the provisions of chapter 28A.710 RCW and associated rules and policies. In order to minimize the disruption to students, the termination protocol developed pursuant to RCW 28A.710.210 will be followed.

The Commission may terminate the Contract for any of the following reasons:

a. Any of the grounds provided for under chapter 28A.710 RCW, as it exists now or may be amended;
b. A material and substantial violation of any of the terms, conditions, standards, or procedures set forth in the Contract;
c. Failure to meet generally accepted standards of fiscal management and/or school's lack of financial viability;
d. Failure to provide the Commission with access to information and records;
e. Substantial violation of any provision of Applicable Law;
f. Failure to meet the goals, objectives, content standards, performance framework, applicable federal requirements or other terms identified in the Contract;
g. Bankruptcy, insolvency, or substantial delinquency in payments, of the School;
h. It is discovered that the Applicant submitted inaccurate, incomplete, or misleading information in its Application or in response to a Commission's request for information or documentation; or
i. The school's performance falls in the bottom quartile of schools on the State Board of Education's accountability index.

This Contract may also be terminated if the Commission determines that there are insufficient funds available for the operation of the School. Insufficient funds shall include, but not be limited to, reduction in, or elimination of, state allocation of funds. It shall also include depletion of grants or other funding sources to a degree that the Commission determines the School is no longer financially viable. Such termination will be effective on the date identified in the notice, which will be 30 days, or sooner, if the Commission determines that a shorter period is warranted.

Section 16.3 Other Remedies

The Commission may impose other appropriate remedies for breach including, but not limited to, imposing sanctions or corrective action to address apparent deficiencies or noncompliance with legal requirements. These may include a requirement that the School develop and execute a corrective action plan within a specified timeframe. Failure to develop, execute, and/or complete the corrective action plan within the timeframe specified by the Commission will constitute a material and substantial violation of the Contract. This provision shall be implemented in accordance with the chapter 28A.710 RCW and the associated rules and guidance issued by the Commission.

Section 16.4 Termination by the School

Should the School choose to terminate this Contract before the end of the Contract term, it must provide the Commission with notice of the decision immediately after it is made, but no later than ninety days before the closure of the school year. Notice shall be made in writing to the Commission. The School must comply with the Commission's termination protocol.

Section 16.5 Invalid Provisions

If any provision of this Contract or the legal authority for entering into the Contract is invalidated by the decision of any court or competent jurisdiction, the Commission shall determine whether any of the Contract provisions can be given effect in light of the decision and notify the Board of the extent to which the Contract can remain in effect without the invalid provision. If the Commission determines that the decision implicates the legal authority for entering into the Contract, or materially and substantially alters the Contract provisions, the Contract shall terminate on the date that the decision becomes final.

If the legal authority for entering into this Contract is invalidated, then this Contract shall immediately terminate when the Court's order becomes final.

Section 16.6 Termination for Withdrawal of Authority

In the event that the Commission's authority to perform any of its duties is limited in any way, such that it cannot perform its duties or obligations under law and/or this Contract, after the commencement of this Contract and prior to normal completion, the Commission may terminate this Contract, in whole or in part, by seven (7) calendar days (or other appropriate time period) written notice to Applicant. No penalty shall accrue to the Commission in the event this section shall be exercised.

Section 16.7 Termination for Non-Allocation of Funds

If funds are not allocated to continue this Contract in any future period, or it appears that the legislature may not enact a budget before the end of a fiscal year, the Commission may terminate or suspend this Contract by seven (7) calendar days (or other appropriate time period) written notice to the Board. No penalty shall accrue to the Commission in the event this section shall be exercised.

Section 16.8 Termination for Conflict of Interest

Commission may terminate this Contract by written notice to Applicant if it is determined, after due notice and examination, that any party to this Contract has violated the ethics or conflicts of interest provisions of this Contract, or any other laws regarding ethics in public acquisitions and procurement and performance of contracts.

Section 16.9 Dissolution

Upon termination of this Contract for any reason by the School, upon expiration of the Contract, or if the School should cease operations or otherwise dissolve, the Commission may supervise the winding up of the business and other affairs of the School; provided, however, that in doing so the Commission will not be responsible for and will not assume any liability incurred by the School under this Contract. The Board and School personnel shall cooperate fully with the winding up of the affairs of the School. The School's obligations for following a termination protocol and winding up of the affairs of the school shall survive the term of this contract.

Section 16.10 Disposition of Assets upon Termination or Dissolution

All assets, including tangible, intangible, and real property in use by the School but originally owned by the state or assets purchased using at least 25 percent of public funds are the property of the state and shall be returned to the state upon termination or dissolution, in accordance with Commission policy and governing law. School owned assets, including tangible, intangible, and real property, remaining after paying the School's debts and obligations and not requiring return or transfer to donors or grantors, or other disposition in accordance with state law, will be disposed of in accordance with governing state and federal law, including, but not limited to RCW 28A.710.210, and the rules adopted thereto. This provision shall survive the term of this contract.

ARTICLE XVII: MISCELLANEOUS PROVISIONS

Section 17.1 Merger

This Agreement, and all attachments, exhibits, and amendments thereto, contains all the terms and conditions agreed upon by the parties. No other understandings, oral or otherwise, regarding the subject matter of this Contract shall be deemed to exist or to bind any of the Parties hereto.

Section 17.2 Amendments

No amendment to this Contract will be valid unless ratified in writing by the Commission and the Board and executed by authorized representatives of the Parties.

Section 17.3 Governing Law and Enforceability

This Contract shall be construed and interpreted in accordance with the laws of the state of Washington and the venue of any action brought hereunder shall be in the Superior Court for Thurston County.

Section 17.4 Severability

If any provision of this Contract or any application of this Contract to the School is found contrary to law or invalid, such provision or application will have effect only to the extent permitted by law and the invalidity shall not affect the validity of the other terms or conditions of this Agreement.

Section 17.5 No Waiver

The Parties agree that no assent, express or implied, to any breach by either party of any one or more of the provisions of this Contract shall constitute a waiver of any other breach.

Section 17.6 No Third-Party Beneficiary

This Contract shall not create any rights in any third parties who have not entered into this Contract, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Contract.

Section 17.7 Non-Assignment

Neither party to this Contract shall assign or attempt to assign any rights, benefits, or obligations accruing to the party under this Contract unless the other party agrees in writing to any such assignment.

Section 17.8 Records Retention

School records shall be maintained in accordance with all applicable state and federal document and record retention requirements. If any litigation, claim, or audit is started before the expiration of an applicable document retention period, the records shall be retained until all litigation, claims, or audit findings involving the records have been resolved. This provision shall survive the term of the contract.

Section 17.9 Confidential Information

a. The parties recognize that they are both bound by the requirements of the Family Educational Rights and Privacy Act Regulations (FERPA), (20 U.S.C. § 1232g; 34 C.F.R. § 99), and they will safeguard such information in accordance with the requirements of FERPA. The parties further recognize that that some of the information exchanged under this agreement will be confidential.

b. The term confidential information as used in this Contract means any and all information provide by one party to the other that is exempt from mandatory disclosure under the terms of the state public

disclosure laws codified at chapter 42.56 RCW. The term "confidential information" includes, but is not limited to:

1. Any personally identifiable student-related information, including, but not limited to:
   - **i.** Student names;
   - **ii.** The name of a student's parent or other family members;
   - **iii.** Student addresses;
   - **iv.** The address of a student's family;
   - **v.** Personal identifiers such as a student's social security number or student number;
   - **vi.** Personal characteristics that would make a student's identity easily traceable;
   - **vii.** Any combination of information that would make a student's identity easily traceable;
   - **viii.** Test results for schools and districts which test fewer than ten students in a grade level; and
   - **ix.** Any other personally identifiable student-related information or portrayal of student related information in a personally identifiable manner. See, in particular, RCW 42.56.230(1) which exempts personal information in files maintained for students in public schools from mandatory public disclosure; RCW 42.56.070 and 42.56.080 which recognize exemptions from mandatory public disclosure information contained in other statutes such as the federal FERPA and its implementing regulations which prohibit the unauthorized public disclosure and re-disclosure of "personally identifiable student information" in or from student "education records"; and the provisions of this contract.

c. Confidential information disclosed under this agreement will be used solely for legally authorized purposes including, but not limited to, the audit, evaluation of the School and associated compliance and enforcement activities.

d. Only employees of the parties, and legally authorized individuals, will have access to confidential information described in this agreement. Any re-disclosure of personally identifiable information will occur only as authorized under this agreement and 34 C.F.R. § 99.33.

e. Confidential information exchanged under this agreement will be destroyed when the purpose for which the information was required has been completed, and will not be duplicated or re-disclosed without specific authority to do so. Provided, however, that the parties must also comply with all legally imposed document retention requirements and litigation holds.

f. The parties will safeguard confidential information by developing and adhering to policies governing physical, electronic, and managerial safeguards against unauthorized access to and unauthorized disclosure of confidential information.

g. If a party receives a public records request, court order, or subpoena for Student Data, provided under this agreement the party shall, to the extent permitted by law, notify the other party within two (2) business days of its receipt thereof, and will reasonably cooperate with the party in meeting FERPA obligations in complying with or responding to said public records request, subpoena, and/or court order.

Section 17.10 Order of Precedence

The items listed below are incorporated by reference herein. In the event of an inconsistency in this contract, the inconsistency shall be resolved by giving precedence in the following order:

a. Applicable Law;
b. Terms and Conditions of the Contract;
c. Attachments; and
d. Any other provisions incorporated by reference or otherwise into the Contract.

Section 17.11 Taxes

The School shall be responsible for adherence to all state and federal tax laws and regulations including, but not limited to, all payments accrued on account of payroll taxes, unemployment contributions, any other taxes, insurance or other expenses for the School's employees, contractors, staff and volunteers which shall be the sole liability of the School.

Section 17.12 Waiver

Waiver of any breach of any term or condition of this Contract shall not be deemed a waiver of any prior or subsequent breach. No term or condition of this Contract shall be held to be waived, modified, or deleted except by a written instrument signed by the parties.

Section 17.13 Captions

The captions and headings used in this Contract are for convenience only and shall not be used in construing the provisions of this Contract.

Section 17.14 Gender and Number

The use of any gender in this Contract shall be deemed to be or include the other genders, including neuter, and the use of the singular shall be deemed to include the plural (and vice versa) wherever applicable.

Section 17.15 New School Application and Response

This Contract is entered into as a result of the approval of the application submitted by the School in response to the Commission's New Schools Application (NSA). The NSA is attached as Attachment 11: New Schools Application to this Contract and the School's application submitted in response to the NSA is attached as Attachment 12: Charter Public School Application to this Contract.

ARTICLE XVIII: NOTICE

Section 18.1 Notice

Any notice required or permitted under this Contract will be in writing and will be effective upon personal delivery, emailing, or three days after mailing when sent by certified mail, postage prepaid, addressed as follows:

Charter School Point of Contact
1234 Main Street
Hill Valley, WA 12345

Joshua Halsey
Washington Charter School Commission
PO Box 40996
Olympia, WA 98504-0996
Joshua.Halse@charterschool.wa.gov
(360) 725-5511

Any change in address shall be immediately given to the other party in writing. Any notice that is undeliverable due to change of address without proper notification to the other party will be deemed received on the date delivery to the last known address was attempted.

If a notice is received on a weekend or on a national or Washington state holiday, it shall be deemed received on the next regularly scheduled business day.

IN WITNESS WHEREOF, the Parties have executed this Contract to be effective [FIRST DAY OF CLASSES].

APPROVED BY A QUORUM OF THE COMMISSION ON [MONTH DAY], 2017:

_____
, Chair
Washington State Charter School Commission

THE CHARTER SCHOOL BOARD:

_____
, President
[SCHOOL NAME] Charter School Board

APPENDICES

Attachment 1: Pre-Opening Process and Conditions

Attachment 2: Governance Documents

Attachment 3: Board Roster and Disclosures

Attachment 4: Educational Program Terms and Design Elements

Attachment 6: Education Service Provider (ESP) Contract Guidelines

Attachment 7: Physical Plant

Attachment 8: Statement of Assurances

Attachment 9: Identification of Documentation Required for Annual Performance Report

Attachment 10: Enrollment Policy

Attachment 11: Request for Proposals

Attachment 12: Public Charter School Application

Attachment 1: Pre-Opening Process and Conditions

TASK	DUE DATE	STATUS/NOTES	COMPLETE
School Facility/Physical Plant:			
Provide the proposed location of the School; identify any repairs/ renovations that need to be completed by school opening, the cost of these repairs, the source of funding for the repairs, and a timeline for completion.	3/15		
Written, signed copy of facility lease, purchase agreement and/or other facility agreements for primary and ancillary facilities as are necessary for School to operate for one year or more.	3/31		
School possesses appropriate documents that the School is of sufficient size and with a sufficient number of classrooms to serve the projected enrollment. Copies of documents are on file with the Commission.	5/31		
The School facilities have met all applicable Department of Health requirements to serve food. Food Safety Permit is on file with the Commission.	8/1		
The School possesses all permits and licenses required to legally operate in the School Facility. Certificate of Occupancy is on file with the Commission.	8/1		
School Operations:			
Board approved (with signature page and date) special education policies and procedures (2161 and 2161P). In addition, evidence of submission of policies and procedures to OSPI are on file with the Commission.	2/15		
If the School wishes to offer a weighted enrollment preference for at-risk students or to children of full-time employees of the school if the employees' children reside within the state, the admissions policy must be approved by the Commission.	2/15		
The School has written rules regarding pupil conduct, discipline, and rights including, but not limited to short-term suspensions, students with disabilities and a re-engagement plan.	8/1		

The school has provided evidence of a uniform system of double-entry bookkeeping that is consistent with generally accepted accounting principles Generally Accepted Accounting Principles (GAAP).	4/14		
Copy of Employee Handbook and related employee communication which includes at a minimum, expectations for employee performance and behavior, compensation and benefit information, emergency response information, annual calendar, hours and length of employment, supervisory obligations, and a description of both informal and formal complaint procedures that employees may pursue In the event of disagreements.	6/15		
The school has provided evidence of a student handbook. Student Handbook must contain at a minimum the following: School's mission statement, School's Contact Information, School Calendar, School Attendance Policy, Student Discipline Policy and Student Rights and Responsibilities.	6/30		
An annual school calendar approved by the Board of Directors for the first year of the School's operation is on file with the Commission. School calendar must meet the compulsory school attendance requirements of state law, financial guidelines, and state regulations.	6/30		
Provide evidence that students representing 80% of the projected fall membership have enrolled, including name, address, grade and prior school attended.	7/15		
The School has established a process for resolving public complaints, including complaints regarding curriculum. The process includes an opportunity for complainants to be heard. School's process is on file with the Commission.	7/1		
The required Safe School Plan consistent with the school mapping information system pursuant to RCW 28A.320.125; RCW 36.28A.060, is on file with the Commission. For more information on a Safe School Plan, please visit: https://www.k12.wa.us/safetycenter/Planning/Manual.aspx	7/1		

The School, through website posting and written notice with receipt acknowledge by signature of the recipient, must advise families of new, ongoing, and prospective students of any ongoing litigation challenging the constitutionality of charter schools or that may require charter schools to cease operations.	7/1		
PRE-OPENING SITE VISIT Prior to a School opening, Commission staff will conduct a site visit to verify that that school has completed or is on track to complete each pre-opening condition and confirm the School is ready to open.	**7/15**		
State assessment schedule is on file with the Commission.	7/15		
An employee roster and proof of background check clearance for members of the Charter school board, all staff, and contractors who will have unsupervised access to children is on file with the Commission.	8/1		
The School has written rules regarding pupil conduct, discipline, and rights including, but not limited to short-term suspensions, students with disabilities and a re-engagement plan.	8/1		
The school has policy and procedures for requesting, maintaining, securing and forwarding student records.	8/1		
The school has provided evidence of a working system for the maintenance of a proper audit trail and archiving of grade book/attendance (i.e. attendance logs).	8/1		
The school has provided evidence of an adequate staff configuration to meet the educational program terms outlined in the charter, its legal obligations, and the needs of all enrolled students (% of staff positions filled) and/or a plan for filling open positions.	8/1		
Evidence that instructional staff, employees, and volunteers possess all applicable qualifications as required by state and federal law.	8/1		

The school has provided evidence that the Civil Rights Compliance Coordinator, the Section 504 Coordinator, the Title IX Officer and the Harassment, Intimidation, Bullying (HIB) Compliance Officer, and State Assessment Coordinator have been named and submitted to OSPI and the Commission.	8/1		
Provide evidence that all employees have completed training on child abuse and neglect reporting or has comparable experience.	8/15		
School Governance:			
Within two weeks of contract execution, charter school board members must submit a Personal Financial Affairs Statement to the Public Disclosure Commission. The Commission will confirm that each charter school board members has submitted their Statement with the Public Disclosure Commission.	Within 2 weeks of execution of contract		
Charter school must submit annual board meeting schedule including date, time, and location to Commission and assure the Commission that the meetings are posted on school website.	1/1		
Evidence that membership on the Board of Directors is complete and complies with the school's board bylaws (i.e. board roster with contact information for all board members, identification of officers, and term of service).	3/31		
Resume of each board member is on file with the Commission.	3/31		
Board Disclosure forms are complete and on file with the Commission.	3/31		
For School's whose 501c3 status was pending at the time of submission of the charter school application, the School must submit to the Commission verification of its 501c3 status once it has been approved by the Internal Revenue Service (IRS).	3/31		
Submit emergency contact information for the Chief Executive Officer (CEO) and other members of the management team.	5/31		

Annually, the School and Commission must set performance targets/mission-specific goals designed to help the School meet its mission-specific educational and organizational goals. Once agreed upon, those performance targets shall be incorporated into the charter contract through amendment. These targets must be set by July 1st of each year of the School's operation	7/1		
Budget:			
Submit an unaudited Quarter statement of income and expenses. School is required to use the Commission's Budget and Quarterly report template to satisfy this requirement.	2/15		
Submit an unaudited Quarter statement of income and expenses. School is required to use the Commission's Budget and Quarterly report template to satisfy this requirement.	5/15		
The School has provided evidence of an authorization process that identifies 1) individual(s) authorized to expend School funds and issue checks; 2) safeguards designed to preclude access to funds by unauthorized personnel and/or misappropriation of funds; and 3) individual(s) responsible for review and monitoring of monthly budget reports.	7/1		
A copy of the annual budget (using the Commission budget template) adopted by the School Board is on file with the Commission. **Note:* Schools should populate Column L: Details of Tab 8: Yearly Budget of the Commission budget template.	7/10		
Submit an unaudited Quarter statement of income and expenses. School is required to use the Commission's Budget and Quarterly report template to satisfy this requirement.	8/15		
Evidence that the School has obtained and maintains insurance in the coverage areas and minimum amounts set forth in the charter contract.	8/1		

Note:

- If a due date falls on a Saturday or a Sunday, the document/report will be due on the next Monday.
- If a due date falls on a holiday, the document/report will be due the next business day.

Attachment 2: Governance Documents

Attachment 3: Board Roster and Disclosures

Board Roster						
Board Position	Full Name	Address	Phone	Email	Term Start	Term End

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 the Commission.

Background

1. Full legal name:

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.

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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

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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 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, _____, certify to the best of my knowledge and ability that the information I am providing to the Washington Charter School Commission in regard to my application to serve as a member of the board of directors of the XX Charter Public School is true and correct in every respect.

Signature Date

Attachment 4: Educational Program Terms and Design Elements

School Name:	*[Official school name]*
Mission:	*[Insert current, governing board approved mission statement]*
Vision:	
Objectives:	
Goals:	
Education Program Term #1:	*[No fewer than three and no more than five]*
Education Program Term #2:	
Education Program Term #3:	
Education Program Term #4:	
Education Program Term #5:	
Geographic Area Served:	
Location:	
Grades Served 2018-2019:	
Grades Served at Capacity:	
Projected Enrollment 2018-2019:	
Projected Enrollment at Capacity:	
Virtual Program or Online Provider:	
Educational Service Provider:	*[If applicable, identify the contracted third-party educational service provider, whether for profit or not for profit and provide a copy of the service agreement for Commission review; if not applicable, then mark "N/A"]*

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.*

Attachment 5: Conflict of Interest Policy

Attachment 6: 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 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 school board from waiving its governmental immunity or require a Contract school board to assert, waive or not waive its governmental immunity.

5. No provision of an ESP agreement shall alter the Contract school board's treasurer's legal obligation to direct that the deposit of all funds received by the Contract school be placed in the Contract school's account.

6. ESP agreements must contain at least one of the following methods for paying fees or expenses: 1) the Contract 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 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 Commission's 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 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 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 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.

Attachment 7: Physical Plant

Pursuant to Applicable Law and the Terms and Conditions of this Contract, the School is authorized to operate at the physical facility or facilities outlined in this schedule. The School shall not occupy or use any facility until approved by the Commission and facility has been approved for occupancy by the appropriate state, county and city departments.

Physical Plan Description

Site Plans

Floor Plans

Lease Agreement

Certificate of Use and Occupancy

Charter School

Physical Plan Description

1. The address and a description of the site and physical plant (the "Site") of XX charter school (the "School") is as follows:

Address:

Description:

Configuration of Grade Levels:

Term of Use: Term of Contract

2. The following information about this site is provided on the following pages, or must be provided to the satisfaction of the Commission or its designee, before the School may operate as a public school in Washington State.
    a. Narrative description of physical plant
    b. Size of building
    c. Scaled floor plan
    d. Copy of executed lease or purchase agreement

3. In addition, the School and the Commission or its designee hereby acknowledge and agree that the School shall not conduct classes or operate as a charter public school in this state until it has obtained the necessary fire, health and safety approvals for the above described facilities. These approvals must be provided by the School to the Commission's Executive Director in advance of any such occupancy and must be acceptable to the Commission or its designee, in his/her sole discretion, prior to the School operating as a charter public school.

4. If the Site described above is not used as the physical plant for the School, this Attachment of this contract between the School and the Commission must be amended pursuant to the Terms and Conditions of Contract, to designate, describe, and agree upon the School's physical plant. The School must submit to the Commission or its designee complete information about the new site or facilities. This information includes that described in paragraphs 1, 2 and 3 of this Attachment. The School shall not conduct classes as a charter public school in this state until it has submitted all the information described above to the satisfaction of the Commission by way of a request to amend this Contract and the amendment regarding the new site has been executed by the Commission or its designee.

5. The School agrees to comply with the single site restrictions contained in this Attachment for the configuration of grade levels identified at the Site, except as may be permitted with the express permission of the Commission or its designee. Any changes in the configuration of grade levels at

the Site requires an amendment to this Attachment pursuant to the Terms and Conditions of the Contract set forth above.

Attachment 8: 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: **(Name of School)** 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 the Washington State Charter School Commission;

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 NCLS 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 preopening and/or reopening requirements or conditions imposed by the Commission, including but not limited to requirements or conditions to monitor the start-up 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 the Commission that the Commission 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 the Commission pursuant to Chapter 28A.710 RCW;

37. The School shall comply with all renewal and nonrenewal actions required of it by the Commission 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 the Commission pursuant to Chapter 28A.710 RCW and duly adopted rules of the Commission;

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 the Commission 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. 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 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 Application reflects the original work of the applicant; no portion of the application was copied or plagiarized.

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

_____

NAME OF SCHOOL

_____ _____

SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE DATE

_____

NAME OF DULY AUTHORIZED REPRESENTATIVE

Attachment 9: Identification of Documentation Required for Annual Performance Report

The Commission will require submission of, or access to materials or data from the school for oversight and accountability of the school.

Pursuant to RCW 28A.710.040(2)(f), the school shall publish annually for delivery to the Commission and each parent with children enrolled in the school a school performance report in model form under RCW 28A.655.110. The school performance report shall include, but is not limited to:

- A brief statement of the mission of the school and the school district;
- Enrollment statistics including student demographics;
- Expenditures per pupil for the school year;
- A summary of student scores on all mandated tests and interim assessment measures;
- A concise annual budget report;
- Student attendance, graduation, and dropout rates;
- Information regarding the use and condition of the school building or buildings;
- A brief description of the learning improvement plans for the school;
- A summary of the feedback from parents and community members obtained under RCW 28A.655.115; and an invitation to all parents and citizens to participate in school activities.

Performance Review and Ongoing Oversight

The school must also provide any documents, data or information that the Commission deems necessary for ongoing oversight, accountability, and compliance monitoring.

Attachment 10: Enrollment Policy

[CHARTER SCHOOL'S ENROLLMENT POLICY FROM APPLICATION]

Attachment 11: New School Application

[New School Application]

Attachment 12: Charter Public School Application

[CHARTER SCHOOL APPLICATION]

ACADEMIC PERFORMANCE FRAMEWORK

The Academic Performance Framework (APF) includes measures that allow the Washington State Charter School Commission ("the Commission") 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	2a.2. Subgroup Proficiency
	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. 9th Graders on Track (HS)	2f.2. Subgroup 9th 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 Framework[1] 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?
Exceeds Standard: ☐ **Charter school receives an all student Framework Score of 8, 9 or 10.**
Meets Standard: ☐ **Charter school receives an all student Framework Score of 6 or 7.**
Does Not Meet Standard: ☐ **Charter school receives an all student Framework Score of 4 or 5.**
Falls Far Below Standard: ☐ **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?
Exceeds Standard: ☐ **Charter school receives subgroup Framework Score of 8, 9 or 10.**
Meets Standard: ☐ **Charter school receives subgroup Framework Score of 6 or 7.**
Does Not Meet Standard: ☐ **Charter school receives subgroup Framework Score of 4 or 5.**
Falls Far Below Standard: ☐ **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.**

2a2. 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.**

2b2. 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.**

2e.1. Regular Attendance comparison to district How does charter school student regular attendance 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.**

2e.2. Subgroup Regular Attendance comparison to district How does charter school student subgroup regular attendance 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 the Commission 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?
Exceeds Standard: ☐ **Charter school proficiency rate exceeds expected performance (effect size >=.30)**
Meets Standard: ☐ **Charter school proficiency rate meets or slightly exceeds expected performance (effect size 0 to .29)**
Does Not Meet Standard: ☐ **Charter school proficiency rate is lower than expected performance (effect size -0.01 to -.29)**
Falls Far Below Standard: ☐ **Charter school proficiency rate falls far below expected performance (effect size <=-.30)**
For information on rationale for effect size thresholds, see *Statistical Power Analysis for the Behavioral Sciences*, 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?
Exceeds Standard: ☐ **Charter school graduation rate exceeds expected performance (effect size >=.30)**
Meets Standard: ☐ **Charter school graduation rate meets or slightly exceeds expected performance (effect size 0 to .29)**
Does Not Meet Standard: ☐ **Charter school graduation rate is lower than expected performance (effect size -0.01 to -.29)**
Falls Far Below Standard: ☐ **Charter school graduation rate falls far below expected performance (effect size <=-.30)**
For information on rationale for effect size thresholds, see *Statistical Power Analysis for the Behavioral Sciences*, 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).**

FINANCIAL PERFORMANCE FRAMEWORK

Introduction

The Washington State Charter School Commission (Commission) collaborated with NACSA, in partnership with CliftonLarsonAllen (CLA), in the development of the Commission's Financial Performance Framework (FPF). The starting point for the draft was NACSA's Core Financial Performance Framework (Core FPF), which is based on best practices in charter school and non-profit finance. NACSA reviewed publically available information related to Washington State charter law to determine if any of the measures in NACSA's Core FPF would need to be modified given Washington's legislative, political, and financial charter school environment. Some of the information reviewed includes:

- Publically available information from the Washington State Board of Education www.sbe.wa.gov/charters.php
- Publically available information from the Washington State Charter School Association www.wacharter.org
- Publically available information from the Washington State Governor's Office www.governor.wa.gov/issues/education/commission/
- Initiative 1240
- Spokane Public Schools Authorizer Application

The Washington charter law states that authorizers must develop and follow chartering policies and practices that are consistent with the principles and standards for quality charter authorizing developed by NACSA (WAC 180-19-030 (3)(b)(iii), Chapter 28A.710 RCW).

Why a Financial Framework

The Financial Performance Framework is a reporting tool that provides the Commission with the necessary data to assess the financial health and viability of charter schools in its portfolio for the purposes of an annual review. The framework summarizes a charter school's financial health while taking into account the school's financial trends over a period of three years. The measures are designed to be complementary. No single measure gives a full picture of the financial situation of a school. Taken together, however, the measures provide a comprehensive assessment of the school's financial health and viability based on a school's historic trends, near-term financial situation, and future viability.

One of the Commission's core responsibilities with respect to charter schools is to protect the public interest. The Financial Framework is the primary lever for carrying out this responsibility with respect to the allocation of public funds to charter schools. The indicators for the financial framework are as follows.

1.a Current Ratio (Near-Term)
1.b Unrestricted Days Cash (Near-Term)
1.c Debt Default (Near-Term)
2.a Total Margin (Sustainability)
2.b Debt to Asset Ratio (Sustainability)
2.c Cash Flow (Sustainability)
Enrollment Variance (Informational)

For each of the measures, targets are based on authorizer best practices, industry standards, and ratios that reflect the financial health of the school. The Commission will use data from the year-end audited financial statements for each school along with current financial data gathered through quarterly financial reports to calculate each measure. In order to depict the overall financial health of the school, these calculations are based on all funds of the school (not just the general fund).

The Commission believes that the life stage of a school should be taken into considerations when reviewing the financial viability of schools. Therefore, a number of the financial measures have two sets of targets. One set for schools in year 1 or 2 of operation and one set for schools in year 3 or beyond.

Ratings

The Financial Framework ratings are either Meets Standard, or Does Not Meet Standard (WAC 108-30-030). The Commission will consider any relevant context for the school's financial position that informs the causes for any perceived financial shortcomings. Appropriate monitoring and /or intervention will be determined, in part, by how the rating on the measure in question fits within the school's overall financial performance based on all evidence examined.

Meets Standard

A Meets rating indicates sound financial viability based on the overall financial record. The school may have already met the absolute Financial Performance Framework standard based on the financials under review, or, any concerns have been adequately addressed based on additional information such that the Commission concludes that performance indicates sound financial viability.

Does Not Meet Standard

A Does Not Meet rating means that even based on the most current financial information (recent audited financials and more current unaudited financials), the school is not currently meeting the standard, and/or concerns previously identified and of heightened monitoring and/or intervention have not been adequately corrected and/or, if not currently manifested, have been of a depth or duration that warrants continued attention. A Does Not Meet rating indicates that upon evidence from the performance framework, quarterly reports, notice of concerns, and investigation and review, the Commission identifies significant financial risk such that heightened monitoring and/or intervention are warranted. Appropriate monitoring and or interventions will be determined on a case by case basis, and, in part, by how the rating on the standard in question fits within the school's overall performance on the financial framework.

The overall final rating of a school will document the Commission's assessment of the school's financial viability based on cumulative evidence from the quarterly reviews, State Auditor and independent audits, annual budgets, cash on hand, the performance framework, and/or more detailed examination of the school's financial position, as needed.

Additionally, while the Commission provides oversight to charter schools, many of the state and federal fiscal accountability and reporting requirements will be monitored and/or audited by the Office of the Superintendent of Public Instruction (OSPI) and State Auditor's Office (SAO) program staff. Charter schools will be required to submit to the Commission, OSPI, SAO program review and audit reports, and independent audit reports, so that all agencies may work in collaboration regarding state and federal compliance.

There are a number of ways for the Commission to collect data to evaluate a charter school's financial viability and to determine what rating a school deserves on any given measure as well as a rating for the framework as a whole. The Commission is in the process of developing approaches that are most appropriate for evaluating each section of the Financial Performance Framework based on the Commission's values, capacity, Washington environment, and collaborative efforts with OSPI and the SAO. See the following resources for assistance in meeting appropriate reporting and financial viability obligations.

- Commission Reporting Calendar
- Commission Charter Tools Online Reporting System
- Commission Quality Assurance Ladder of Concern
- Commission on-site Charter School Site Visit Guide
- OSPI website at: k12.wa.us
- SAO website at : http://www.sao.wa.gov

Measures

1. a. Current Ratio – Near Term Indicator

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

Overview: The current ratio measures a school's ability to pay its obligations over the next twelve 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.

Source of Data: Audited balance sheet

Near Term	
1.a. Current Ratio: **Current Assets divided by Current Liabilities**	
Rating	
Meets: **☐ Stage 1 (Years 1-2): Current Ratio is greater than or equal to 1.0** **☐ Stage 2 (Year 3 and beyond): Current Ratio is greater than or equal to 1.1** **Or,** **☐ Current Ratio is between 1.0 and 1.1 *and* one-year trend is positive (current year ratio is higher than last year's)** **Or,** **Stages 1 and 2: Any concerns have been adequately addressed based on additional information such that the Commission concludes that performance against the standard indicates sound financial viability.**	***Does Not Meet:*** **☐ Stages 1 and 2: Upon evidence from the performance framework, quarterly reports, notice of concerns, and investigation and review, the Commission identifies significant financial risk such that heightened monitoring and/or intervention are warranted.**

Guidelines for Target Level and Ratings: 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 to meet standard. A current ratio less than 0.9 is a serious financial health risk, based on common standards.

1. b. Unrestricted Days Cash – Near Term Indicator

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

Overview: The unrestricted days cash ratio indicates 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.

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

Near Term	
1.b. Unrestricted Days Cash: **Unrestricted Cash divided by ((Total Expenses- Depreciation Expense)/365)**	
Rating	
Meets: **☐ Stage 1 (Years 1-2): 30 Days Cash** **☐ Stage 2 (Year 3 and beyond): 60 Days Cash** **or** **☐ Between 30 and 60 Days Cash *and* one-year trend is positive** **Or,** **Stages 1 and 2: Any concerns have been adequately addressed based on additional information such that the Commission concludes that performance against the standard indicates sound financial viability.**	***Does Not Meet:*** **☐ Stages 1 and 2: Upon evidence from the performance framework, quarterly reports, notice of concerns, and investigation and review, the Commission identifies significant financial risk such that heightened monitoring and/or intervention are warranted.**

Guidelines for Target Level and Ratings: At least one month's 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 stage-two schools to meet the standard, though 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 standard. If a school has less than 15 days of cash on hand, they will not be able to operate for more than a few weeks without another cash inflow, and are at high risk for immediate financial difficulties.

1. c. Debt Default – Near Term Indicator

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

Overview: This metric addresses whether or not a school is meeting its loan covenants and/or is delinquent with its debt service payments. Additionally, a school that is holding employee 403b contributions to aid cash flow could be considered in default. A school that cannot meet the terms of its loan may be in financial distress. Dependent on the debt environment, the Commission 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. The Commission will have to monitor the debt environment to determine if violations of debt covenants should be considered qualifications for falling below or far below standards.

Source of Data: Notes to the audited financial statements

Near Term	
1. d. Default	
Rating	
Meets: **☐ Stages 1 and 2: School is not in default of loan covenant(s) and/or is not delinquent with debt service** **Or,** **Stages 1 and 2: Any concerns have been adequately addressed based on additional information such that the Commission concludes that performance against the standard indicates sound financial viability.**	***Does Not Meet:*** **☐ Stages 1 and 2: Upon evidence from the performance framework, quarterly reports, notice of concerns, and investigation and review, the Commission identifies significant financial risk such that heightened monitoring and/or intervention are warranted.**

Guidelines for Target Level and Ratings: Schools that are not meeting financial obligations, either through missed payments or violations of debt covenants, are at risk of financial distress.

2. a. Total Margin and Aggregated Three-year Total Margin – Sustainability Indicator

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

Overview: The total margin measures if 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 standard.

Source of Data: Three years of audited income statements

Sustainability	
2.a. Total Margin: Net Income divided by Total Revenue **Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues**	
Rating	
Meets: **☐ Stage 1 (Years 1-2): Total Margin must be positive in both years** **☐ Stage 2 (Year 3 and beyond): 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%, the trend is positive for the last two years, *and* the most recent Total Margin is positive** **Or,** **Stages 1 and 2: Any concerns have been adequately addressed based on additional information such that the Commission concludes that performance against the standard indicates sound financial viability.**	***Does Not Meet:*** **☐ Stages 1 and 2: Upon evidence from the performance framework, quarterly reports, notice of concerns, and investigation and review, the Commission identifies significant financial risk such that heightened monitoring and/or intervention are warranted.**

Guidelines for Target Level and Ratings: 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 capital 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 current year to meet standard. A margin in any year of less than -10 percent or an aggregate three-year total margin less than -1.5 percent is an indicator of financial risk.

2. b. Debt to Asset Ratio – Sustainability Indicator

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.*

Overview: 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.

Source of Data: Audited balance sheet

Sustainability	
2.b. Debt to Asset Ratio: **Total Liabilities divided by Total Assets**	
Rating	
Meets: **☐ Stages 1 and 2: Debt to Asset Ratio is less than 0.90** **Or,** **Stages 1 and 2: Any concerns have been adequately addressed based on additional information such that the Commission concludes that performance against the standard indicates sound financial viability.**	***Does Not Meet:*** **☐ Stages 1 and 2: Upon evidence from the performance framework, quarterly reports, notice of concerns, and investigation and review, the Commission identifies significant financial risk such that heightened monitoring and/or intervention are warranted.**

Guidelines for Target Level and Ratings: 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 indicate a financially healthy balance sheet, both in the assets and liabilities, and the implied balance in the equity account.

2. c. Cash Flow – Sustainability Indicator

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

Overview: 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 three-year cumulative cash flow and annual cash flow. Similar to total margin, this measure is not intended to encourage amassing resources instead of deploying them to meet the mission of the organizations, but rather to provide for stability in an uncertain funding environment.

Source of Data: Three years of audited balance sheets

Sustainability	
2.c. 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)**	
Rating	
Meets: **☐ Stage 1 (Year 1): N/A** **☐ Stage 1 (Year 2): Positive one-year Cash Flow** **☐ Stage 2 (Year 3 and beyond): Multi-Year Cumulative Cash Flow is positive *and* Cash Flow is positive each year,** **Or,** **☐ Multi-Year and most recent year Cash Flows are positive** **Or,** **Stages 1 and 2: Any concerns have been adequately addressed based on additional information such that the Commission concludes that performance against the standard indicates sound financial viability.**	***Does Not Meet:*** **☐ Stages 1 and 2: Upon evidence from the performance framework, quarterly reports, notice of concerns, and investigation and review, the Commission identifies significant financial risk such that heightened monitoring and/or intervention are warranted.**

Guidelines for Target Level and Ratings: A positive cash flow over time generally indicates increasing financial health and sustainability of a charter school.

Enrollment Variance – Near Term Indicator

NOTE: This measure is informational only.

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

Overview: 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. Though 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 you may need to take action or intervene in some way.

Schools less than five years old may have greater fluctuations in their enrollment because they have not yet established themselves in the community. However, mature schools with large, unexplained fluctuations in enrollment 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 in the field use enrollment variance as a way to not only 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.

Source of Data:

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

Near Term	
Enrollment Variance: **Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget**	
Rating	
Meets: **☐ Stage 1 and 2: Enrollment Variance equals or exceeds 95%** **Or,** **Stages 1 and 2: Any concerns have been adequately addressed based on additional information such that the Commission concludes that performance against the standard indicates sound financial viability.**	***Does Not Meet:*** **☐ Stages 1 and 2: Upon evidence from the performance framework, quarterly reports, notice of concerns, and investigation and review, the Commission identifies significant financial risk such that heightened monitoring and/or intervention are warranted.**

Guidelines for Target Level and Ratings: Enrollment variance 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.

Follow-Up/Additional Information that the Commission may Request

Measure	Additional Information to Request	Look For
1.a Current Ratio	Monthly financial statements	Monthly current ratio trending upwards
1.b Days Cash	Actual to-date cash flow and cash flow projections through the end of the fiscal year. Monthly financial statements	Increases in unrestricted cash and days cash on hand approaching the target *Note: It is important to review the cash flow monthly due to irregular funding streams*
1.c Debt Default	Copies of default-related documents the school received from the lender	Proof that the school is no longer in default, the lender has waived covenants, or the school has a plan to meet the covenants
2.a Total Margin	Revised budget Monthly (new) budget variance report	Budget demonstrates a net surplus and few, if any, variances are present
2.b Debt to Asset Ratio	Action plan and updated budget to increase the school's Net Assets Monthly financial statements	Monthly debt to asset ratio trending upwards Alignment among the action plan, budget, and financial statements
2.c Cash Flow	Actual to-date cash flow and cash flow projections through the end of the fiscal year	Increases in cash balance over the course of the year
Enrollment Variance	Budget revised to reflect lower enrollment Monthly (new) budget variance reports	Budget demonstrates a net surplus and few, if any, variances are present *Note: Review that the school has adjusted staffing expenses to align with enrollment*

ORGANIZATIONAL PERFORMANCE FRAMEWORK

Introduction

The Washington State Charter School Commission (Commission) Organizational Performance Framework (OPF) was developed by NACSA in collaboration with the Commission. The starting point for the draft was NACSA's Core Organizational Performance Framework (OPF), which is based on NACSA's Principles & Standards and experience from the field (RCW 28A.710.170). NACSA reviewed publically available information related to Washington State charter law to align NACSA's Core OPF with Washington's laws, rules, regulations, and charter contract, and vice versa.

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 the Commission 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.

The Commission'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 the Commission's core responsibilities with respect to charter schools is to protect the public interest, and the Organizational Framework is the primary lever for carrying out this responsibility. It enables the Commission 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 minimum instructional days and minutes 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.

The Commission 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 the Commission's process for monitoring and holding schools accountable against these requirements. The Organizational Framework establishes the standards; the Commission's evaluation/review process is a secondary process that stipulates reporting and compliance review procedures.

The Commission is developing an evaluation/review process that will determine whether the school is meeting each expectation and how best to evaluate the 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 the Commission 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 the Commission 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 the Commission, 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 (WAC 108-30-030).

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 the Commission's quality assurance on-site and desk reviews as well as through the Commission's Online Reporting System. 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. See the Commission's website for the following resources for assistance in meeting appropriate reporting and compliance obligations the Commission's Reporting Calendar

- Online Reporting System
- Quality Assurance Ladder of Intervention
- Charter School Site Visit Guide
- OSPI website at: k12.wa.us

Organizational 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

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, the Commission 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, the Commission 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 the Commission 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 the Commission'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 the Commission 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. WAC 108-30-020 (5)(a); Commission 2016 Sample Charter Contract §8.1, rev. 5/12/2015

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.

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.

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]

[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

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

Meets Standard

Consistent with the school's status and responsibilities as a Local Education Agency (LEA), 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, Commission 2016 Sample Charter Contract §8.7, 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.

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]

[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

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, and Commission 2016 Sample Charter Contract §8.6) relating to requirements regarding English Language Learners (ELLs).

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

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 the Commission. Charter schools are public organizations that use public funds, and the Commission 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). 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. Commission 2016 Sample Charter Contract §9.1.

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. The Commission 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), WAC 108-30-020(4)(c) and Commission 2015 Sample Charter Contract§9.2) as evidenced by an annual independent audit.

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, (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.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.

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 the Commission to monitor and evaluate the school's academic and operational performance and form the basis for renewal recommendations. The Commission, 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 the Commission, state, and/or federal authorities.

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. The Commission 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.

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

Overview: Charter schools are required by Washington law to have indicators, measures and metrics related to year- to-year recurrent enrollment. The Commission 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

Recurrent enrollment rates are not significantly lower than the average for the district in which the school is located.

Does Not Meet Standard

Recurrent enrollment rates are significantly lower than the average for the district in which the school is located.

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)) and Title 181 WAC. RCW 28A.710.040(2)(c); WAC 108-30-020 (5)(c); Title II of the No Child Left Behind Act; Commission 2016 Sample Charter Contract §5.13.

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. RCW 28A.710.040 (1)(a); Commission 2016 Sample Charter Contract §§ 12.2 and 12.3.

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.

4.e. Is the school completing required background checks?

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 RCW 28A.400.303, relating to background checks of all applicable individuals (including staff and members of the charter community, where applicable), and chapter 392-300 WAC . RCW 28A.710.040 (2)(d); WAC 108-30-020 (5)(c); Commission 2016 Sample Charter Contract §12.4.

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: The Commission 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 (Commission 2016 Sample Charter Contract §11.2).

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), WAC 108-30-020 (5) and Commission 2016 Sample Charter Contract §11.2).

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.

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.

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.

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.

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.

Washington State Charter School Commission Monitoring Schedule					
Oversight Component	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Academic	• School Report card and Washington School Improvement Framework rating • School Specific Goal reporting				
Organizational	• Triannual Board Observations • Quarterly School Reviews				
	• First Year Site Visit • Annual Compliance Calendar • SPED WISM (OSPI)	• Consolidated Program Review (limited) • Accountability Audit (SAO) • Performance Audit	• Accountability Audit (SAO)	• Consolidated Program Review	• Renewal Visit
Financial	• Quarterly School Review • Annual Compliance Calendar				
		• Financial Statement Audit (CPA Firm)			

WASHINGTON STATE CHARTER SCHOOLS ASSOCIATION

STRATEGIC PLAN 2017-2021

DECEMBER 13, 2017

TABLE OF CONTENTS

EXECUTIVE SUMMARY 3

HISTORY AND KEY ACCOMPLISHMENTS 5
Charter School Legislation 5
WA Charters' Work 5

THE NEED AND THE OPPORTUNITY 7

POSITIONING WA CHARTERS FOR THE FUTURE 9

VISION, MISSION, AND VALUES 10

WA CHARTERS' THEORY OF ACTION 11

GOALS AND STRATEGIES 13
Goal 1 – Grow Charter Public School Support and Awareness 13
Goal 2 – Incubate at Least 21 Charter Public Schools and Create 10,000 Student Seats 18
Goal 3 – Provide Supports and Services to Maintain High-Quality Schools 20
Goal 4 – Operate Best-in-Class 501(c)(3) with Excellent Member Satisfaction 22

STRATEGIC PARTNERSHIPS AND GRANTMAKING 26
Strategic Partnerships 26
Grantmaking Strategy 29
School Grants 29
Advocacy and Engagement Grants 30

RISK AND MITIGATION STRATEGIES 31
Goal 1 – Grow Charter Public School Support and Awareness 31
Goal 2 – Incubate at Least 21 Charter Public Schools and Create 10,000 Student Seats 33
Goal 3 – Provide Supports and Services to Maintain High-Quality Schools 34
Goal 4 – Operate Best-In-Class 501(c)(3) with Excellent Member Satisfaction 35

BUDGET NARRATIVE AND FIVE-YEAR FORECAST 36

APPENDIX
A – Washington Charter Public School Enrollment Analysis 37
B – Strategic Planning Methodology 41
C – Our Approach to Equity 42
D – Communications Strategy Overview 43
E – Brand and Messaging Framework 45
F – Advocacy Agenda 47
G – Metrics 51
H – Grantmaking Analysis 56
I – Teach for America Partnership 61
J – Sector Quality Indicators 64
K – WA Charters Technical Assistance and Support 65
L – Existing Internal and External School Quality and Accountability Measures 66
M – Annual Calendar of Key Activities 68
N – Glossary of Washington Charter School Terms 69

EXECUTIVE SUMMARY

ALL students deserve high-quality public-school options that meet their needs and prepare them to achieve success in college, career, and life. Great schools are fundamental to changing the lives of young people and strengthening communities. High-quality education provides a pathway to opportunity, paving the way to better-paying jobs, better health, stability for individuals and families, and a growing economy.

The need: We need to jump-start change in public education if it is to fully deliver on its promise to equip all students with the tools they need to succeed. In Washington – like the nation at large – startling education opportunity and achievement gaps persist. These gaps disproportionately impact students of color, students from low-income backgrounds, students with special education needs, English language learners, and other systemically underserved students and communities, leading to cycles of poverty and deepening social inequities. For example, in the 2015-2016 school year math assessments for eighth grade, only 40 percent of non-low-income Black students and only 22 percent of low-income Black students scored proficient (vs. 62 percent and 35 percent among White students). We must address these inequities by providing more accountable, better-quality education options to systemically underserved communities and their students.

A robust sector of high-quality charter public schools will transform the life outcomes of students and help to close opportunity and achievement gaps in Washington through groundbreaking innovation, strong accountability, and improvement of academic outcomes for all students, with an emphatic focus on the success of systemically underserved students. Nationally, high-quality charter public schools have proven their ability to provide promising education outcomes for systemically underserved students. As the Center for Research on Education Outcomes (CREDO) stated in its 2015 research report on charter performance: “Urban charter schools in the aggregate provide significantly higher levels of annual growth in both math and reading compared to their TPS [traditional public school] peers. These results translate to urban charter students receiving the equivalent of roughly 40 days of additional learning per year in math and 28 additional days of learning per year in reading.”

The opportunity: This is a moment of immense opportunity for the Washington State Charter Schools Association (WA Charters) Charters and Washington state. As the forty-second state in the nation to launch a charter school sector, Washington is well-positioned to learn from the experience of others, capitalize on best practices, and avoid critical pitfalls. Our region has the strongest policy supports of any state, forming a strong foundation from which WA Charters can build out the best charter school sector in the U.S.

About WA Charters: Despite a challenging legal and political landscape, WA Charters has emerged as a powerful voice for charter public schools in Washington. Launched in April 2013 after Washington voters narrowly approved Initiative 1240 (I-1240) allowing charter public schools in the state for the first time, WA Charters serves as the central hub for incubation, technical support, and advocacy for the state’s budding charter public school sector.

WA Charters is a membership organization whose work, with strong philanthropic backing, supports three primary areas of focus: sector advocacy, school incubation, and school and sector support. Since its inception, WA Charters has supported the development of 11 charter public schools: six independent charter public charter schools and five managed by charter management organizations (CMOs). In line with WA Charters’ mission, these schools are, in almost every instance, serving a higher percentage of students of color and students qualifying for free and reduced-price lunch than their corresponding districts and the state.

Since the first charter public school law passed in Washington state, the sector has been intentionally focused on narrowing or eliminating the wide opportunity gaps in our state’s education system. Equity and inclusion are a part of WA Charters’ DNA: Early charter advocates, including education leaders, parents, community leaders, and stakeholders – who shaped the charter law, fueled the I-1240 ballot measure campaign, and then went on to found WA Charters – argued for inclusion of specific legislative intent language around at-risk (systemically underserved) students, as well as giving priority to schools designed to serve the systemically underserved. In fact, the I-1240 legislative intent language states, “Public charter schools are designed to find solutions to problems that affect chronically underperforming schools and to better serve at-risk students who most need help.” This commitment continues to fuel the organization’s mission and vision, and each year since launch we have deepened our capacity to better serve systemically underserved communities, schools, and students.

The road ahead: The past four years have been tumultuous for the charter sector in Washington: significant legal challenges to the state’s charter school law have engaged WA Charters in intense advocacy efforts almost since its doors opened. In the face of these challenges, WA Charters has consistently stepped up to address the sector’s most urgent needs, coalesce and build up our strongest advocates, and create opportunities for charter growth.

There remain significant political, financial, and resource barriers to building a sustainable charter sector in Washington that require immediate and sustained action from WA Charters, our supporters, and our funders. In 2016, WA Charters interviewed 36 stakeholders over two months around what was needed for the charter sector to grow and flourish. Stakeholders identified four important areas of leadership – and change – that the sector demands:

1. The field needs an ongoing advocacy leader – both in times of crisis and when not in crisis mode – to build a healthy charter ecosystem and they see WA Charters as the leader in this work.
2. Charter public schools need a strategy and school support partner and they want WA Charters to fill that role. To do it effectively, schools need WA Charters to expand its services within school growth and support; in particular, working toward robust leadership development for the charter sector.
3. The impact the charter public school movement can make will be fully realized only when leaders effectively utilize the power and insights of communities of color and parents, engaging communities to build culturally responsive schools that provide all students with a strong educational foundation that sets them up for success in their lives and careers.
4. WA Charters has organizational successes to build upon – but urgent leadership and staffing challenges to resolve – to fully capitalize on the opportunities and address the challenges to the charter sector in Washington right now.

In addition to these four areas of need, WA Charters stands with our members at a pivotal moment in both our legal and school demand efforts. Having overcome significant legal challenges over the past two years to see our sector victorious in Olympia with a new charter law and victorious against the opposition in superior court, we now are faced with another Supreme Court appeal opposing charter public schools in Washington state. While as of September 2017 there were 524 students on charter public school waitlists across the state – almost 20 percent more than the total currently available seats – we also face under-enrollment in some of our schools, highlighting the need for growth in sustained, culturally-responsive community engagement; district partnership; and regional communications and outreach efforts. Both these issues put at risk the growth and quality of our sector and compromise critical advocacy efforts.

Our Strategic Plan: This updated strategic plan builds on the work of the organization's 2013 strategic plan and prioritizes a set of goals and related activities we will pursue over the next five years. This plan will inform coherent and effective decision-making at all levels of the organization, and will provide an overall vision for our work.

We aim to achieve the following outcomes over the coming five years:

- A healthy policy and legal environment in which charter public schools can thrive and grow.
- At least 21 high-quality charter public schools are open across Washington, at least 10,000 authorized student seats, and full enrollment in all charter public schools, and a per-school average of 10 percent student demand above enrollment.
- Charter public schools outperform their district peers and are considered high-quality.
- Members, schools, families, and community partners are satisfied with the support they get from WA Charters.

These outcomes will show what is possible for students when schools use resources creatively and are built to be responsive to students' needs in a legal and political environment where all great public schools can thrive. Through example and partnership, charter public schools will impact the broader public education system for Washington students and communities and improve student outcomes across the state.

To support these goals, we will reorganize our staffing to strengthen capacity and better support our members and the charter public school sector in Washington. This plan also outlines how we intend to develop strategic partnerships, raise funds, and manage our budget to support our goals as we expand our reach and impact in the sector. Each year, a more detailed annual implementation plan will be crafted and executed against this five-year plan. Recommitting to our mission over the next five years, WA Charters will take specific steps – as described in detail in this plan – to invest in these goals and move toward our vision of improving educational outcomes for all students in Washington.

HISTORY AND KEY ACCOMPLISHMENTS

CHARTER SCHOOL LEGISLATION

Washington voters were asked to support charter schools in four statewide ballot measures from 1996 – 2012. In 2012, Initiative 1240 (I-1240) finally passed into law by a narrow margin (50.69 percent of the vote), led largely by locally-based, nationally-prominent individuals and organizations working in education reform. I-1240 was opposed by traditionally-minded education organizations, including the Washington Education Association (WEA), the Washington Association of School Administrators (WASA), and both the national and Washington state chapter of the Parent Teacher Association (PTA). The divisive nature of the Initiative's passage is but one critical factor that challenges charter school incubation across Washington state and presents an ongoing challenge for WA Charters' work.

I-1240 allowed for the authorization of up to 40 publicly funded charter schools over five years. It created the Washington State Charter School Commission and a process by which school districts' boards could apply to authorize qualifying nonreligious, nonprofit organizations to operate charter public schools.[1] Under the measure, Washington's charter public schools were funded by the state using the same funding formula that allocates money across Washington's district public schools. Charter schools were tuition-free and open to all students. Teachers were subject to teacher certification requirements, and while schools were subject to government oversight and performance reporting requirements, they were exempt from other state laws and school district policies.

Washington's I-1240 charter school law was considered to be very strong in comparison to other state's laws, but high-quality policy does not always translate into a strong operational environment. Shortly after I-1240 was passed, the law was challenged in court, and in September 2015, the state Supreme Court overturned it. In response, WA Charters, in partnership with other education reform organizations, families, and the state's charter public schools, led a successful parent and student-centered grassroots campaign. This effort culminated in the passage of Engrossed Second Substitute Senate Bill 6194 (E2SSB 6194), reinstating the Charter Schools Act and effectively restarting the state's charter sector in April of 2016.

In August 2016, a new legal challenge, brought by El Centro de la Raza and lobbying organizations including the WEA, again challenged Washington's charter school law. Even as WA Charters was helping eight schools transition back to charter public school status and providing development and incubation support to new schools, the organization continued its ongoing work with advocacy partners, parents, and students to defend the new law and move forward to grow the sector. King County Superior Court Judge John H. Chun ruled in WA Charters' favor in February 2017, and the case is currently pending appeal by El Centro and lobbyist plaintiffs.

Stakeholders, parents, and funders all credit WA Charters with a win in contesting these lawsuits and convincing legislators to maintain policies that support high-quality charter public schools in the state. This win helped to solidify WA Charters' role in supporting the state's charter school sector, but there is more work to be done.

WA CHARTERS' WORK

WA Charters is a membership organization whose work supports three primary areas of focus:

- **School incubation**: WA Charters supports independent charter public schools through targeted recruitment and training of school leaders, yearlong support of leaders as they develop and define their school models, and direct support throughout the schools' application process to the Washington State Charter School Commission or their district authorizer. WA Charters also actively recruits Charter Management Organizations (CMOs) to start charter public schools in Washington.
- **School and sector support**: WA Charters provides startup grants to support development of new charter schools, training and professional development for school leaders, board members, and educators on strategies for successful school operation, legal support and intervention to address statewide anti-charter lawsuits, communications support and intervention, support with family and community engagement, and a special education collaborative that provides individual school sites access to high-level special education resources

[1] Currently, Spokane Public Shools is the only district authorized to grant charters.

- **Sector advocacy**: WA Charters' advocacy efforts focus on building public awareness and support for charter public schools at both local and state levels and working with partners at the state level to foster policies and relationships that will create a welcoming environment for the operation and growth of high-quality public charter schools.

Since its inception, WA Charters has supported the development of 11 schools (six independent charter public schools and five managed by CMOs). In line with WA Charters' mission, in almost every instance, these schools are serving more students of color and more students qualifying for free and reduced-price lunch (FRL) than their corresponding districts or the state (see Figures A and B below).

Figure A: Percentage of Students of Color Enrolled in Washington Charter Schools vs. Districts and State[2]

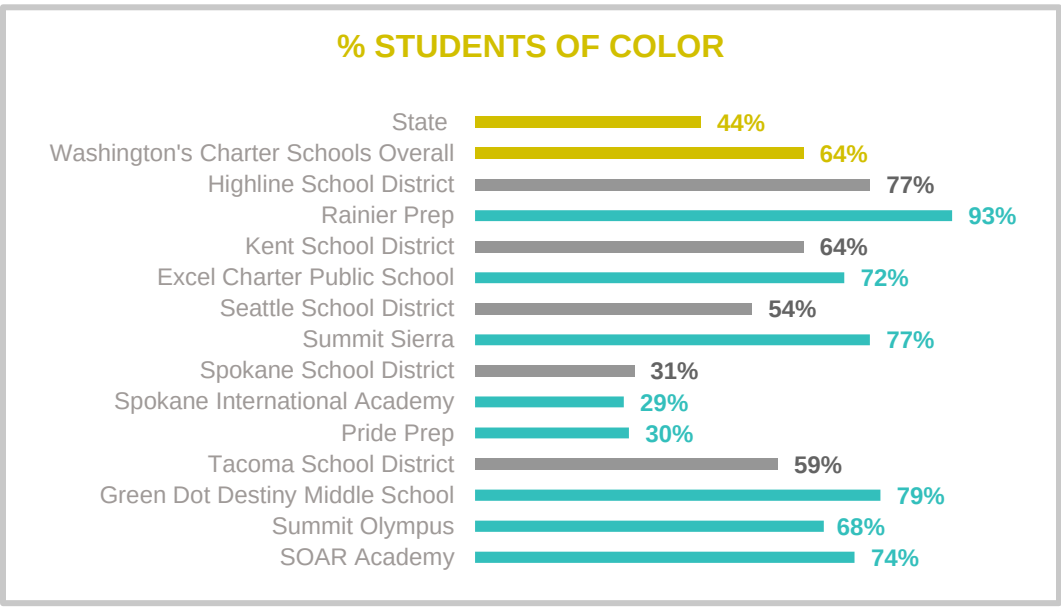
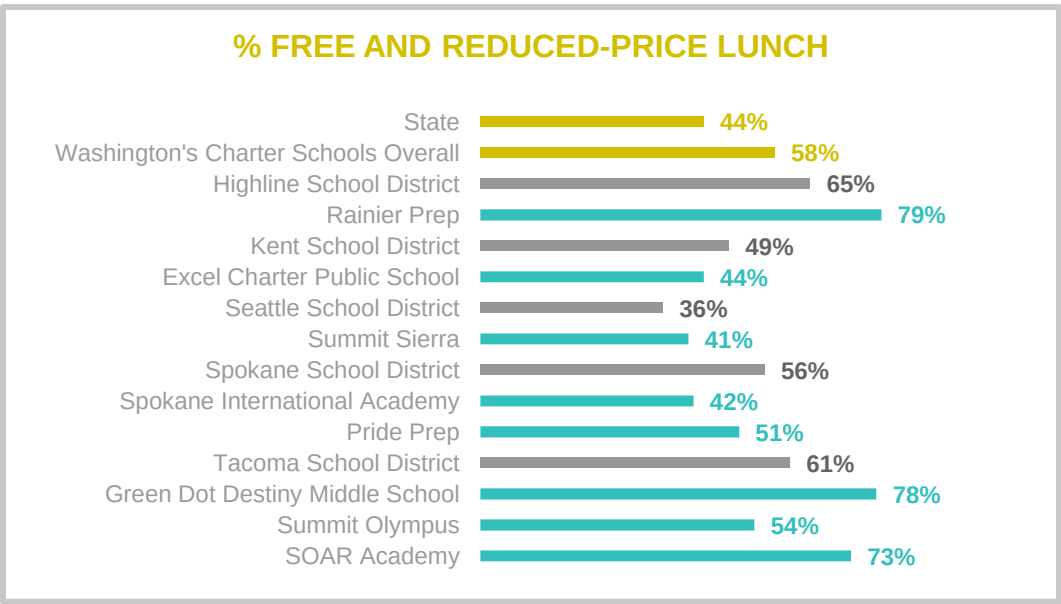


Figure B: Percentage of Students Qualifying for Free and Reduced-Price Lunch in Washington Charter Schools vs. Districts and State[2]



[2] Charter school demographic data in Figures A and B updated as of 3/21/2017 (self-reported by schools); District and state demographic data as of 2015-2016 per OSPI State Report Card

THE NEED AND THE OPPORTUNITY

While the charter sector is off to a strong start, we are still a nascent sector under legal threat. This is both a moment of opportunity and risk, and we must continue to make significant investments of money, time, and effort to ensure that our schools' growth and quality can remain stable and strong. Although Washington's charter school law is considered to be among the nation's strongest, as compared to other states, recent events show that there remain significant political, financial, and resource barriers to building a sustainable charter sector. In particular, there are four key barriers that specifically limit the expansion of Washington's charter sector. For WA Charters, these barriers are opportunities to act so that we can ensure that all students have access to high-quality public education.

1. **The Washington Supreme Court case.** The state Supreme Court case significantly hindered the sector's capacity to attract resources necessary to launch and sustain charter schools in the state. The impermanence suggested by the lawsuit has discouraged nationally-experienced educators from relocating to Washington to assist in growing the sector and has made it more difficult to recruit school leaders, teachers, and even charter support organization employees (including WA Charters) from within the state. The ongoing legal challenges continue to inhibit growth in the sector. WA Charters' support has been critical to the resolution of this case, and we are building up advocates and champions across Washington to ensure that charter public schools remain open and supported in our state.

2. **The cap and access for high-performing external operators.** Washington's charter school law stipulates that a maximum of 40 charter public schools may be established over a five-year period. This cap discourages high-performing CMOs from entering the sector by providing this limited window to fully build a regional network of schools. In practice, the Washington State Charter School Commission is hesitant to grant multiple charters to the same CMO operator in a given application cycle, further compounding the timeline limitations inherent in a five year cap. Two initial CMOs launched schools early in the five-year window, but the overall environment discourages additional high-performing external charter operators from entering Washington, slowing sector growth. Even philanthropic funding has been affected by the cap's restriction. Specifically, the inclusion of a cap led the Walton Family Foundation, a significant charter benefactor nationally, to focus their Washington philanthropic investment on advocacy efforts to lift the cap, rather than fund new charter schools as has been its historical practice. WA Charters perceives this as a critical policy issue that we must and will address over the next five years.

3. **Equitable access to funding and facilities.** In addition to per student funding from the state, Washington public schools receive significant allocations of local property tax levy proceeds. Local maintenance and operation levies historically provided roughly 25 percent of operating funds for traditional public schools. However, charter public schools in Washington do not have access to local levies as a result of the ruling by the state Supreme Court against I-1240. This funding inequity will continue to create a financial barrier for charter schools and uncertainty for the sector until a reliable policy fix is enacted. Similarly, Washington's charter schools are struggling to obtain affordable, adequate facilities for their students. While the charter school law provides charter schools with access to state funds for school construction, and gives charter schools a right of first refusal to purchase or lease unused public school facilities, these provisions have not proved sufficient to address charter schools' facility needs. WA Charters is leading the charge to ensure equitable access to public school funding and facilities – by building advocates and positive political will within the communities we serve.

4. **Lack of experienced charter school administrators and educators.** The struggle to find school leaders and educators is a critical limiting factor impacting Washington's charter sector growth. Without CMOs freely entering the market, charter expansion relies heavily on highly skilled and prepared independent charter public school leaders and educators. Unfortunately, each of the three barriers to growth listed above – the Supreme Court case, inequitable access to necessary funding, and the charter cap – combine to restrict the number of experienced charter school operators and teachers willing to make the commitment, limiting the pipeline of high-quality administrators and teachers. Traditional public school leadership preparation programs – from which most prospective administrators come – do not address the unique nature, demands and responsibilities of charter schools. WA Charters envisions building strong partnerships to address this leadership and teacher gap so that our charter sector can and will excel.

5 **Charter public school enrollment.** The success of Washington's young charter sector is dependent on strong parent and student demand for innovative and inclusive new school options for students. WA Charters recognizes that it is critical for all authorized charter seats to be filled in order to conduct effective programming, advocacy, and fundraising for additional future seats. While as of September 2017 there were 524 students on charter public school waitlists across the state, school enrollment and demand is highly variable, with some charter public schools holding significant waitlists with hundreds of students to under-enrollment in some schools in our sector. Under-enrollment of current seats puts future school program, advocacy and fundraising efforts, and in turn, future enrollment efforts at risk. For a full analysis of enrollment, see Appendix A.

Since 2013, Washington state has experienced varying levels of success in launching its charter sector. The environment is improving as the state adjusts to charter schools in policy and in practice, but there is still great work to be done. WA Charters strategic plan is designed to help the organization address critical needs in the state and foster a strong charter sector, with equitable access to resources that will support Washington's students and families.

POSITIONING WA CHARTERS FOR THE FUTURE

In 2016, WA Charters kicked off a strategic planning process to clarify and refine its organizational priorities and strengthen its capacity to respond to charter sector needs across the state (as described in "The Need and the Opportunity" section above). To better understand the landscape in which we operate, WA Charters worked with consulting firm Education First to interview more than 36 stakeholders over two months. Interviewees responded to questions across six key areas: mission/vision/values; theory of action; internal opportunities and challenges; external opportunities and threats; impact; and organizational leadership. For a more detailed description of our strategic planning methodology, see Appendix B.

Stakeholders and internal review identified several important findings that serve as the foundation for WA Charters' renewed vision, mission, goals, and strategies. Key findings from the 2016 landscape review included:

1. **The field wants to see WA Charters as the ongoing advocacy leader – both in times of crisis and when not in crisis mode – to build a healthier ecosystem for charter operators, and to defeat threats.** Regardless of the size or maturity of a state's charter sector, anti-charter advocates will always pose political, legal, and funding challenges to undermine growth and sustainability. Stakeholders told us that WA Charters must proactively build coalitions and cultivate new relationships – both in anticipation of anti-charter efforts and to minimize the successes of these efforts. WA Charters' advocacy strategy and allocation of resources (people, time, and funding) must consider needs, both in Olympia and in target regions around the state. Stakeholders, including our state-level advocacy partners, said that WA Charters should lead on determining the size and composition of Washington's charter sector, beginning with how many schools will open in the next five years.

2. **To ensure that low-income families have high-quality alternatives to low-performing neighborhood schools, charter schools must be able to rely on WA Charters for exceptional strategy and school support.** School leaders recognized WA Charters for its efforts to support school quality and all school leaders said they could not have started as strongly as they did without WA Charters' support. Reviews of some services were mixed, however, according to various needs of charter schools, and reflecting WA Charters' adjustments to its processes and support in response to feedback from earlier cohorts. At the time of our scan, the board of WA Charters was split over where the organization should increase its focus: school support (new and existing) to grow the sector, or state and local advocacy to ward off the continuing legal threats. Ongoing discussions with the board's strategic planning subcommittee in Fall 2016 resulted in a commitment to both growth and advocacy, as is reflected in the updated goals and strategies discussed later in this document. Most stakeholders were in agreement that leadership development should be one major priority, and that WA Charters must be more active and effective in providing these supports.

3. **The impact the charter school movement can make will be fully realized only when leaders effectively utilize the power and insights of communities of color and families.** There was consensus among stakeholders on the importance of authentic family and community engagement. However, even with such strong consensus, stakeholders lacked clarity about what "family engagement" means, what results family engagement is intended to accomplish, the actual impact WA Charters can have with family engagement, and whether the organization has the capacity to conduct family engagement effectively and efficiently.

4. **WA Charters has organizational successes to build upon – but urgent leadership and staffing challenges to resolve.** At the time of our scan, board governance and board member roles and responsibilities were unclear to stakeholders. Funders, school leaders, partners, and board members believed the composition of the board neither includes a diverse range of expertise nor reflects the communities WA Charters serves. All interviewees praised the WA Charters staff as hardworking and dedicated. School leaders and board members were split about the staff's level of experience, responsiveness, and proactive leadership. WA Charters received this feedback, and during the strategic planning process, made some leadership and staffing changes to begin to address stakeholder concerns. Additional changes are captured in this plan.

5. **Advancing equity in the sector is at the foundation of our mission and is a critical driver in our work.** Since launch, the mission of the charter public school sector has been focused first and foremost on advancing equity. While our commitment has been ever-present, each year we better understand barriers and opportunities for growth to advance equity, both as an organization and throughout the charter public school sector. As a learning organization, we have recognized the need to continually grow and strengthen in this critical area of our work. We have worked to deepen our understanding of and then improve practices and processes to be more inclusive and to better embody the values of diversity, equity, and inclusion. For a full treatment of our equity strategy, please see Appendix C.

VISION, MISSION, AND VALUES

WA Charters' commitment to fostering and expanding a robust charter public school sector in Washington state that will provide high-quality options for students who need them serves as the foundation for the organization's vision, mission, and values.

VALUES

Community Public schools are the cornerstone of healthy communities. We support schools that are high-quality and respond to the needs of students and families across Washington, especially those who have not had access to excellent public education. We believe in the power of families and communities, and we work to shift historic power dynamics so that they drive change.

Diversity Diversity is reflected in every layer of our work. We recruit a diverse pool of charter school founders, leaders, board members, and teachers, and we focus on serving students and families from diverse backgrounds whose educations and futures are at stake. We also believe in diversity when it comes to school models – because we know a one-size-fits-all model doesn't work for every learner, family, and community.

Excellence All of our state's charter public schools value excellence, as demonstrated by their ability to deliver measurable, positive outcomes for students and to close historic opportunity and achievement gaps. At WA Charters, we provide responsive services and excellent communication to our schools. We know our work is urgent – the lives and futures of Washington students are being shaped right now – so we are purposeful with our time and resources.

Innovation We believe in transforming the educational experiences, outcomes, and lives of young people in Washington. To do this, we recruit and support talented innovators to lead and teach in our schools. We champion flexible school models that break away from traditional practices, and create opportunities for broad collaboration. We are committed to spreading innovation beyond the charter public school sector and impacting the broader public education system.

Partnership Our success depends on strategic collaboration with mission-aligned partners who care deeply about Washington students, families, and communities.

WA CHARTERS' THEORY OF ACTION

In Washington, opportunity and achievement gaps disproportionately impact students of color, students from low-income backgrounds, students with special education needs, English language learners, and other systemically underserved students and communities. Although we know the roots of these gaps extend beyond the walls of schools, we believe that great public schools are fundamental to changing the lives of young people and empowering communities.

WA Charters believes

All students deserve high-quality public school options that meet their needs and prepare them to achieve success in college, career, and life.

Therefore

To transform the life outcomes of students with the greatest needs, WA Charters must address opportunity and achievement gaps by advocating for and supporting a robust sector of high-quality charter public schools through strategic communications, a legal and political ground game, parent organizing, school incubation, and member services.

Which will show

What is possible for students when schools use resources creatively and are built to be responsive to students' needs in a legal and political environment where all great public schools can thrive.

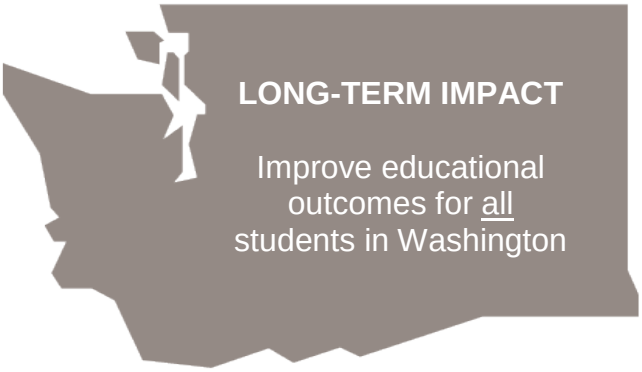
Which will impact

The broader public education system for Washington students and communities. Through example and partnership, charter public schools will improve student outcomes across Washington.

See detailed infographic of WA Charters' Theory of Action, with overview of goals, strategies, outcomes, and impact, on the following page.

THEORY OF ACTION

	1	2	3	4
GOALS	Grow charter public school support and awareness	Incubate at least 21 charter public schools and create 10,000 student seats	Provide supports and services to maintain high-quality charter public schools	Operate best-in-class 501(c)(3) with excellent member satisfaction
STRATEGIES	• Train parents to become advocates • Oversee strategic sector-wide communications • Lead on legal advocacy • Champion pro-charter legislation • Build coalitions with mission-aligned partners • Build demand for charter school seats	• Incubate leaders to open independent charter public schools • Engage communities to develop school models • Train school teams for strong launches • Exchange resources with districts • Recruit new, high-quality out-of-state operators • Support replication or expansion of existing independent charter public schools	• Provide technical assistance • Provide ongoing funding opportunities • Provide sector-wide networking and professional development opportunities • Connect schools to strong vendor partners	• Use time and resources to be responsive to schools', students' and families' needs • Create collaborative groups within and beyond the sector • Ensure organizational strength and stability • Recruit, retain, and develop best-in-class staff to meet the needs of the sector
OUTCOMES	There is a healthy policy and legal environment in which charters can thrive and grow	At least 21 high-quality schools are open across Washington, with a mix of CMOs and independent charters	Charter public schools outperform their district peers and are considered high-quality by a range of metrics	Members, schools, families, and community partners are satisfied with support they get from WA Charters



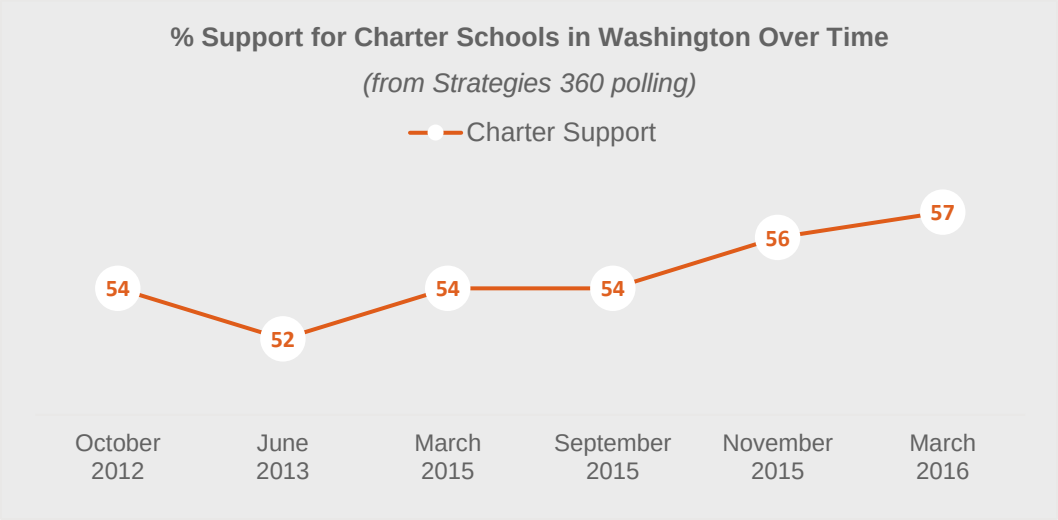
GOALS AND STRATEGIES

WA Charters staff and board are committed to achieving the 2021 outcomes in the theory of action above. The four goals and supporting strategies outlined in our theory of action will focus our decision-making and planning over the next five years. In this section of our plan, we include a brief rationale for each goal, before outlining in more detail the related strategies, supporting activities, and expected outcomes.

GOAL 1: GROW CHARTER PUBLIC SCHOOL SUPPORT AND AWARENESS

Given the challenges to the charter school law in Washington state, an important part of WA Charters' work to support the sector is to grow public support and awareness of charter public school options. As the statewide charter school association, WA Charters is uniquely situated to work across schools, districts, and regions to build awareness of charter schools and encourage parents, communities, and state policymakers and leaders to see charter schools as high-quality options for our state's students. As Figure C shows, since the launch of the sector and WA Charters in 2013, support for charter public schools in Washington State has been growing, albeit slowly.

Figure C: Support for Charter Schools in Washington: 2012 – 2016



FAMILY AND COMMUNITY ENGAGEMENT STRATEGY

Overview: WA Charters understands firsthand the powerful impact of actively engaged families and communities on our schools and sector. Our pursuit of inclusion and authentic engagement recognizes that systemic barriers to education disproportionately impact communities comprised of marginalized groups. Our family and community engagement strategy was developed to reflect and be responsive to the context, cultures, experiences, and needs of the communities in which our schools are located. We seek to address and challenge these historic and systemic disparities in partnership with families and communities.

What We Know: Family and community engagement has been more recently recognized as one of the most effective ways for schools to ensure positive outcomes for their students and, as such, schools are federally mandated to implement engagement strategies. However, in adopting such approaches, schools must be mindful that communities of color, immigrant and refugee communities, LGBTQ communities, low-income communities, and individuals living with disabilities have historically and systemically been omitted from these conversations. WA Charters recognizes our families and communities as the backbone of our sector and leaders in their communities. Not surprisingly therefore, in an analysis of enrollment trends across the state, schools with strong, collaborative community engagement efforts showed most success in meeting and exceeding their enrollment numbers, recruiting and retaining high-quality staff, and improved outcomes for both student and families.

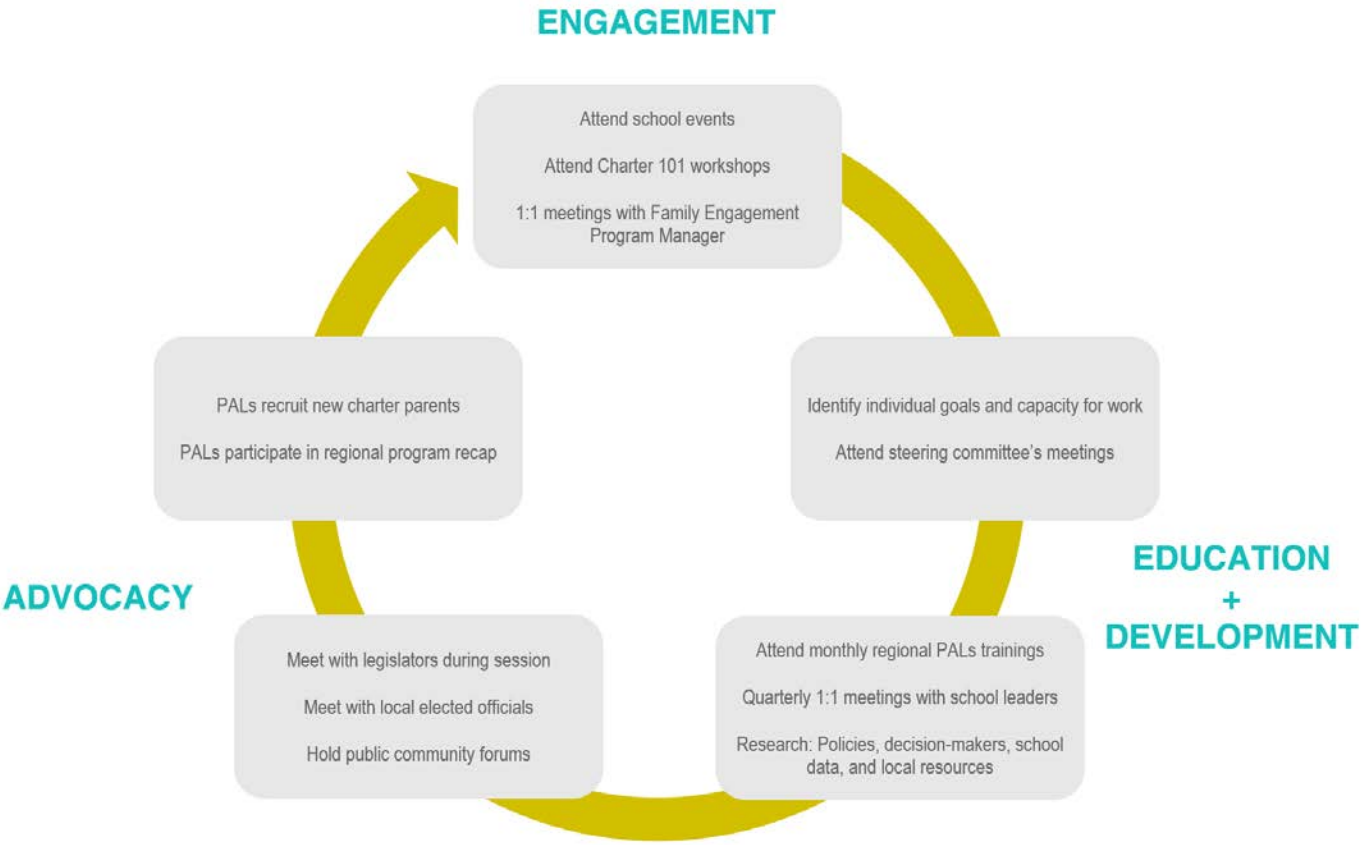
Our pursuit of inclusion and authentic engagement also recognizes that too often, families and communities have been used as a vehicle to increase enrollment; as a result, we recognize our responsibility and opportunity to amplify community voices to affect the changes they want to see.

Our Approach: We seek to address and challenge these historic and systemic disparities in partnership with families and communities. We have developed strategic and culturally responsive activities that develop, grow, and support school and sector capacity to engage in meaningful ways with the community and drive support, awareness, and enrollment of charter public schools, and are building our community engagement team's capacity to provide supports to the sector and our schools.

The Family and Community Engagement Team takes a multi-lateral approach to engaging and growing our community of supporters and parents, providing a continuum of support to parents, families, schools, and communities. This work directly reinforces the work of our schools to be strong partners in their communities, raises awareness about charter public schools as a part of the solution to longstanding educational inequities, and builds up community interest and resources for operating and prospective schools. Our three key strategies are outlined below.

1. Build broad community partnership and awareness through community outreach, running Charter 101 trainings, event attendance, tabling, sponsorship, and resource-sharing with regional and national stakeholders.
2. Lead a statewide Professional Learning Community for school-based community engagement staff.
3. Lead the Parent Advocacy Leaders (PALs) Program, a statewide parent engagement program that provides parents and families with resources and tools to share with networks to grow support and awareness, drive enrollment, and grow advocates for our sector. (See figure D below for the PALs training cycle)

Figure D: Family and Community Engagement Strategy | Parents as PALs (Parent Advocacy Leaders)



COMMUNICATIONS

Strong communications play a critical role in the development of a vibrant charter sector. By overseeing and driving strategic communications – both for the organization and sector-wide – WA Charters' efforts contribute to the growth, quality, and sustainability of public charter schools in Washington.

WA Charters recognizes that for our charter sector, stability comes from the continuous growth of high-quality charter public schools. Stability cannot and does not rely on the absence of legal and/or political opposition to charter public schools in our state, or the absence of negative national narratives. Understanding these persistent challenges, effective communications for WA Charters and the sector entails (but is not limited to) a steady drumbeat of accurate and positive, growth-oriented coverage, compelling stories reinforced with strong data, and high-leverage earned and paid campaigns to drive awareness of, interest in, and accurate perceptions of charter public schools.

Given the unique nature of WA Charters as a charter support organization, communications leadership also entails technical assistance and school support for communications that dovetails with and reinforces culturally-responsive community engagement activities and helps ensure the enabling conditions for school enrollment and successful charter sector advocacy.

After an initial launch focused on broad awareness and support, circumstances – namely, our former charter public school law being overturned, and our new law being challenged – caused WA Charters to pivot to respond to urgent needs: first our legal and legislative fight, and then school enrollment. With our new strategic plan, WA Charters will move from a more reactive stance to a more proactive, multifaceted communications strategy.

Working in tandem with family and community engagement efforts and technical assistance for charter public schools, the communications strategy will proactively increase sector-wide awareness and will help to address some of the most pressing challenges for schools seeking to build enrollment through the following strategies:

1. Increase internal communications capacity to focus on building awareness of and support for charter public schools in Washington.
2. Effectively distinguish and elevate Washington state's charter public sector as an exemplar of strong policy, school quality, and serving systemically underserved students.
3. Reiterate our commitment to advocate for an excellent public education system at large, upholding the civil rights of all students.
4. Continue to effectively and swiftly respond to emerging issues in our state and national sector.

WA Charters' communications team will develop, update annually, and execute an integrated, strategic communications plan that works in concert with the organization's broader strategic plan to increase awareness and support for charter public schools in Washington state, support the creation of 21 schools and 10,000 charter public school seats, and strengthen WA Charters' brand identity across key audiences, including: families, the media, influencers (policy makers, funders, business and community leaders), and educators.

Coupled with meaningful, on-the-ground relationship-building and engagement with communities and schools, we believe that paid media communications will strengthen our communications, community engagement, and advocacy efforts, and help us reach our goal of increasing awareness and support of high-quality charter public schools in Washington state. For an overview of our current two-year (2017-2019) Communications Strategy Overview, see Appendix D.

To drive clarity and consistency as we launch in to the next phase of our work, we have created a Branding and Messaging Framework; see Appendix E.

POLICY AND ADVOCACY

Policy Climate to Date

Washington's charter school law is one of the strongest in the nation, mandating strict accountability and oversight in exchange for school-level flexibility and autonomy. Our law draws on over 20 years of lessons learned and best practices nationally to provide teachers and principals the flexibility to customize education to best meet the needs of their students.

But while our charter school law is strong, it is not perfect. We recognize the need to strengthen the law by addressing proactive policy priorities such as the need for equitable access to school facilities, providing levy equalization, and extending the five-year authorizing window. For a more detailed analysis of these and other policy priorities, see our Advocacy Agenda in Appendix F.

WA Charters' advocacy agenda will reflect the priorities and concerns of our members. A fundamental principle of our advocacy effort is that charter public schools should be treated equitably compared with district public schools.

We will aim to promote equity among all public school students, and pursue equitable access for charter school students to facilities, local levies, and other state and local resources available to district public school students.

The strength of the charter movement will be driven by the quality of our schools. Ultimately, our most effective advocacy strategy will be fully enrolled schools getting great outcomes for students. As we learned during the 2016 legislative campaign, our strongest advocates are satisfied families. This will remain a critical component of our advocacy strategy moving forward.

GOAL 1 SUMMARY

To reach our goal of growing charter public school support and awareness, WA Charters will work to ensure: a strong set of parent and community advocates, strong partnerships with critical community based organizations, continued positive media and effective organization and sector-wide communications strategies, measurable increases in charter school awareness and enrollment, and charter-supportive policy decisions. Table 1 below outlines the five critical strategies, supporting activities, and expected outputs that will help us accomplish this goal. Specific indicators to track progress toward achieving our goals can be found in Appendix G.

Table 1: Goal 1 Strategies, Activities, and Outputs

STRATEGIES	ACTIVITIES	OUTPUTS
Family and Community Engagement		
1. Authentically engage and train families to become effective advocates at the school, community, and sector level	• Implement Parent Advocacy Leaders (PAL) cohort program • Provide trainings for schools' community engagement staff • Seed family steering committees	• Annually, PAL cohort is comprised of at least 2 representatives per school and 4-6 representatives per region • Host monthly trainings for community engagement staff and school leaders focused on family engagement • Each school has a family steering committee comprised of at least 3 family members and 1 school staff member
2. Invest in and build coalitions with mission-aligned community-based partners	• Sponsor and support CBO events • Attend CBO events • Formally partner with organizations that are community-based, and led by women and/or people of color	• Sponsor/support at least 10 CBOs annually • WA Charters attends (at least 1 staff member) at least 10 CBO events annually • WA Charters has formal partnership agreements with at least 3-5 organizations that are community-based, and led by women and/or people of color
Communications		
3. Lead strategic sector-wide communications that builds brand, and grows awareness, support, and demand for charter seats	• Execute an earned, paid, and ed board media strategy • Publish and promote profiles on WA Charters website featuring teachers, parents, students and/or innovations • Run proactive communications campaigns to increase awareness and support • Measure awareness and support annually through polling, independently or with partners • Provide strategic communication support to schools	• Maintain a positive ratio of accurate and pro-charter coverage in Washington state, measured biannually • Publish at least twelve profiles, with a 5% increase in views and/or clicks annually • (a) Produce a quarterly newsletter reaching current and potential funders, influencers, and supporters; (b) Grow WA Charters social media followers (at least 1% annually) • Increase awareness that charter schools are free, open to all, and serve special education students (demonstrate an increase of 2% for each polling metric annually) • (a) Increase school enrollment and/or growth of waitlists coupled with a growing and robust teacher and founder pipeline; (b) 100% response rate for any emerging issue or crisis at the school level or sector-wide

Policy and Advocacy		
4. Lead on legal advocacy and support	• Defend lawsuit challenging constitutionality of charter school law • Craft and execute legal communications strategy • Elevate parent and student intervenor voices (via press conferences and op-eds) • Provide legal compliance and technical assistance to schools re: civil rights laws, open government obligations, nonprofit board governance, public disclosure requirements, data privacy, etc.	• Positive outcome at appellate court and state Supreme Court • Positive ratio of pro-charter editorials and earned media re: legal milestones and wins • (a) Press conference featuring parent and student speakers for each major court hearing; (b) Op-eds by parent and student intervenors re: significant legal milestones • Charter schools are legally compliant and utilizing technical assistance provided by WA Charters
STRATEGIES	**ACTIVITIES**	**OUTPUTS**
5. Champion pro-charter policy and legislation	• Collaborate with advocacy partners, lobbyists, agency staff, and legislative staff to create/uphold legislation that provides charter schools access to school facilities funds and special education safety net funds, extends the five-year authorizing window, and reduces funding inequities between charter and traditional schools • Protect charter law by collaborating with advocacy partners and legislative champions to defend against attempts to weaken or undermine charter school law • Support broader K-12 education advocacy efforts to achieve ample and equitable funding for all public school students • Develop and cultivate relationships with state legislators via parent meetings in Olympia and legislator school visits • Build and maintain relationships with local CBOs, funders, business leaders, local elected officials, Governor, etc. • Develop and cultivate relationships with Charter School Commission, SBE, OSPI to ensure that charter schools have input on regulatory interpretation, rulemaking process, charter contract negotiation/ interpretation, etc. (i.e., “bureaucratic advocacy”)	• Passage of legislation that increases access to school facility funds and special education safety net funding, extends the five-year authorization window, and reduces funding inequities between charter and traditional schools • Defeat bills that would weaken or undermine provisions of existing charter school law • Final *McCleary* solution and subsequent implementation that provides ample and equitable funding for all WA public school students and eliminates reliance on local levies to provide for basic education • At least 20 legislator contacts made per school year (meetings in Olympia and school visits) • At least 20 contacts made per school year with CBO leaders, funders, business leaders, local elected officials, and the Governor (meetings and school visits) • Charter schools achieve ongoing input and influence re: regulatory decision making by Commission, SBE, and OSPI

GOAL 2: INCUBATE AT LEAST 21 CHARTER PUBLIC SCHOOLS AND CREATE 10,000 STUDENT SEATS

WA Charters has set an ambitious but critical incubation and student seat goal for the organization to achieve by the conclusion of ESSB 6194's authorization window, expected to close in April of 2021. Setting a target for the projected size of the charter public school sector is an important factor in planning all of WA Charters' operations, from incubation to member services to advocacy. Charter programming, including planning for resources required, will be more effective if we are planning toward an agreed-upon sector size.

This five-year goal takes into account our organizational size and capacity, our incubation experience to date and the size of the philanthropic environment helping to build this sector. As the sector grows, we hope to expand beyond 21 schools and 10,000 student seats and this initial goal should provide a solid foundation for future growth. Figures E and F below illustrates building the sector to 21 schools/10,000 student seats by 2021. These projections assume that the schools projected to open in 2018-2021 are new startups, replications of existing startups, or expansions of existing startups but no additional CMOs. We will target the recruitment of additional CMOs after 2021 when we have achieved a more hospitable policy and funding environment.

WHAT 21 SCHOOLS LOOK LIKE

The following figures illustrate how the sector will reach a total of at least 21 schools and 10,000 student seats.

Figure E: Number of Charter Schools in Washington | Year Opened

School Year	2014	2015	2016	2017	2018	2019	2020	2021	Total
2014-15	1								1
2015-16	1	8							9
2016-17		8							8
2017-18		8		2					10
2018-19		8		2	2				13
2019-20		8		2	3	3			16
2020-21		8		2	3	3	2		18
2021-2022		8		2	3	3	2	3	21

Figure F: Charter School Enrollment in Washington | Year Opened

School Year	2014	2015	2016	2017	2018	2019	2020	2021	Total
2014-15	98								98
2015-16	98	1,030							1,128
2016-17		1,695							1,695
2017-18		2,340		210					2,600
2018-19		2,905		700	300				4,500
2019-20		3,310		1,050	600	550			5,465
2020-21		3,615		1,400	600	850	450		7,015
2021-22		3,800		1,750	600	1,150	750	450	**8,500 ***

* We anticipate 10,000 seats will be chartered by the end of 2021, and we expect approximately 8,500 students enrolled; this is because charter public schools generally begin with one or two grade levels and add more grade levels and students each year until they reach their full chartered enrollment. This pathway helps ensure school quality and sustainability over the long-term.

WA Charters grantmaking is critical to sector growth. Our grantmaking is intended primarily to fund the infrastructure and personnel needed to start a new school and to be aligned with in-kind technical assistance to set schools up from the get-go to be on a pathway toward self-sustainability.

WA Charters is not intended to be the sole funder for all charter public schools in Washington in perpetuity, and given the current state policy landscape for funding, specifically, lack of access to levy funds, charter public schools will need to have self-sustaining fundraising capacity to meet the needs of their students over the long-term. For more information about our current grantmaking projections and an analysis of our grantmaking strategy, see Appendix I.

Additional details:

- **The schools projected to open in 2018-2021 could be new startups, replications of existing startups, or "expansions" of existing startups.** New startups are more expensive from a granting perspective than replications or expansions, but there is enough flexibility in grant amounts and future assumptions that we can consider them fungible for this argument. However, the baseline assumption is that two schools in each of 2018-21 would be startups and 4 total schools across that period would be replications or expansions.
- **The above projections assume no additional CMOs come to Washington before 2021.** In subsequent strategic planning steps, we hope to target the development of policy, facilities solutions, and a philanthropic environment that would attract a new, high-performing CMO to our state.

To reach this goal of 21 schools and 10,000 student seats by 2021, we will work to ensure engaged, diverse, and well-supported teams launching charters; coherent, well-developed community-school partnership models; partnerships between districts and charters; and active charter replication and expansion.

Table 2 outlines four critical strategies, supporting activities, and expected outputs to accomplish our goal. Specific indicators to track progress toward our outcome goals can be found in Appendix G.

Table 2: Goal 2 Strategies, Activities, and Outputs

STRATEGIES	ACTIVITIES	OUTPUTS
1. Incubate and train school leaders and teams for strong launch and opening of homegrown charters	• Hold at least 3 "How to Start A Charter" info sessions annually in Western, Central, and Eastern Washington • Lead Aspiring Leaders pipeline program to introduce charter sector to diverse participants • Partner with TFA and local universities, and other talent pipelines • Support leaders in school design and charter application process through School Leadership Program • In partnership with the Commission and other partners, execute the annual Strong Start program, along with regular coaching to support authorized schools preparing for launch	• Geographically diverse incubatee pool • One leader from each cohort representing a community of color • Incubatees with school leadership experience • At least two innovative charter school models, responsive to the needs of the communities they serve, approved by the end of the authorization window • All schools successfully meet the pre-opening conditions per authorizer
2. Engage communities to develop school models	• Provide community engagement support to new schools to solicit input about potential school model from their communities	• Each new homegrown school has an MOU with a CBO, with whom WA Charters has developed or will develop a relationship
3. Expand partnership among districts and charter schools	• Provide technical assistance to interested districts • Convene district stakeholders and introduce them to current or potential operators	• Three new Washington school districts or state agencies have compacts with charter school(s) in their regions or are charter authorizers

4. Support charter school growth including the replication or expansion of one existing independent school a year and recruiting one new CMO to Washington	• Provide planning and implementation replication and expansion grants to independent charter public schools that demonstrate a track record of student results and fiscal health • Build relationships with CBOs in CMOs' target regions • Develop a talent pipeline in CMOs' target region • Send regular legal and legislative updates to CMOs nationally • Apply for federal credit enhancement grants to support adequate facilities • Partner with the Commission to support charter starters with facilities research • Promote the need for a facilities solution to policymakers and funders	• Four independent charter public schools replicate or expand by the end of the authorization window • A third high-performing national CMO opens schools in Washington • Annual analysis of grantmaking strategies to ensure best-quality support to new schools

GOAL 3: PROVIDE SUPPORTS AND SERVICES TO MAINTAIN HIGH-QUALITY SCHOOLS

School quality is the single most important factor in long-term sector success and the success of WA Charters. A high-quality school meets the diverse needs of all its learners, demonstrates high levels of student achievement, retains talented staff, and is financially and operationally healthy. WA Charters provides both application and startup support to prospective charter public schools AND significant technical assistance and professional development support to operating charter public schools.

As a membership organization, WA Charters provides operating schools with responsive, differentiated services and supports to maintain a high degree of quality, including: partnerships with organizations to provide specialized technical assistance, responsive professional development, and strategic support to our nascent charter sector. As the sector in Washington is new, we anticipate that these services will grow and change with our state.

We currently break our technical assistance for operating schools into three categories:

Leadership, governance, compliance, and operations, which includes:
- Board governance professional development.
- Reminders and coaching to support compliance with authorizer's performance frameworks.
- Operations best practices and professional development.
- Teacher recruitment support including critical partnerships with community stakeholders, such as Teach for America. For more information about our partnership with Teach for America, see Appendix I.

Special, sector-wide focus areas, which include:
- Culture diversity, equity, and inclusion professional development and coaching.
- Special education sector-wide programming (the True Measure Collaborative) professional development, coaching, and staff support.

Data-driven growth, which includes:
- Professional learning community to help drive data-driven instruction (the Interim Assessment Consortium).
- Evaluation support to schools for mission-specific goals.
- Peer review convenings to help schools name strengths, areas, for growth, and key focus areas.

In addition to these three areas of service and support, WA Charters makes strategic technical assistance grants to support the sector. WA Charters has access to a variety of metrics and frameworks to measure the academic, organizational, and financial health of our state's charter schools. By tracking a few specific, meaningful, and readily attainable data points, WA Charters can determine the type of technical assistance the organization and its partners can provide to new schools, those that are in need of intervention support, and those who are eligible to receive support. See Appendix J for the Sector Quality Indicators that WA Charters collects for each school, along with the rationale for why these indicators are used to measure school quality.

A full treatment of our current (2017) technical assistance supports and services is included in Appendix K.

Table 3 outlines three critical strategies, supporting activities, and expected outputs to accomplish our goal of providing supports and services to maintain high-quality schools. Specific indicators to track progress toward achieving our goals can be found in Appendix G.

Table 3: Goal 3 Strategies, Activities, and Outputs

STRATEGIES	ACTIVITIES	OUTPUTS
1. Provide technical assistance and intervention, as needed	• Publish annual school data report • Implement Strong Start program • Implement True Measure Collaborative (TMC) • Provide Peer Reviews for newly authorized schools • Host regional Professional Development trainings • Sponsor, host, and support teacher recruitment and sector networking efforts • Lead an Interim Assessment Consortium	• Schools submit quality metrics data (e.g. FRL %, waitlist count proportionate to filled seats, SpEd %, % of teachers of color) annually • Provide annual operations, governance, and board development trainings • Host monthly True Measure Collaborative meetings to ensure schools maintain compliant and inclusive special education practices • Complete annual peer review for each member school • Host two professional development trainings per year to address regional needs of schools • Host annual WA Charters conference, host one Educators' Night, and table at least 4 regional career fairs per year to ensure schools recruit and retain high-quality teaching force and % of teachers of color remain higher than state average • Collect real-time student growth and proficiency data to support student achievement goals • Twice annual analysis of enrollment across the sector
2. Provide financial incentives or supports to Fellows and authorized and operating schools	• Provide School Leadership Program Fellows application writing stipend • Offer authorized schools Year 0 Planning, Year 1 Implementation, Year 2 Growth Grants • Offer authorized schools Replication, Expansion, and Transformation Grants (as needed) • Offer authorized schools smaller, responsive grants	• Each authorization cycle, 2-3 stipend recipients are authorized and receive ongoing grants • Each authorization cycle, 2-3 authorized schools receive Planning grants • Annually, 2-3 operating schools receive Implementation grants • Annually, 2-3 operating schools receive Growth Grants • Annually, 1 operating school may receive Replication or Expansion grants after demonstrating track record of success • Annually, 2-3 operating schools receive small responsive grants based on school needs, school performance, student achievement, and teacher recruitment
3. Offer robust suite of services and benefits to WA Charters members	• Offer charter starters, authorized, and operating schools, advocacy partners, and CBO partners meaningful services • Recruit businesses led by women and/or people of color	• Annually 1-2 additional organizations and/or CBOs become WA Charters members. • At least 50 percent of vendors are businesses led by women and/or people of color

GOAL 4: OPERATE BEST-IN-CLASS 501(C)(3) WITH EXCELLENT MEMBER SATISFACTION

WA Charters aims to be a best-in-class charter support organization. This vision demands we invest our energy and resources in the health and function of our core activities. Our 2016 landscape review found that our community believes WA Charters has organizational successes to build upon, but urgent leadership and staffing challenges to resolve to fully capitalize on the opportunities and address the challenges to the charter sector in Washington right now. We have developed a key priority around resolving challenges in staffing and leadership as well as adding two critical components to support ongoing organizational quality: a commitment to continuous self-evaluation and investing in long-term sustainability of the organization to ensure the sector will continue to grow in Washington state.

To reach our goal, will work to ensure:

1. Strong community satisfaction with our services.
2. A best-in-class staff that reflects our community and supports our core functions.
3. Financial, fundraising, board engagement, and continuous learning that will enable us to be successful.

BUILDING AND RETAINING AN EXCELLENT STAFF THAT REFLECTS OUR COMMUNITY

We know that excellent, expert staff who reflect the communities we serve are vital to our work. To ensure we are providing our community with the very best in charter sector leadership, we are making critical staffing additions and implementing best practices in staff recruitment, hiring, and professional development.

These include:

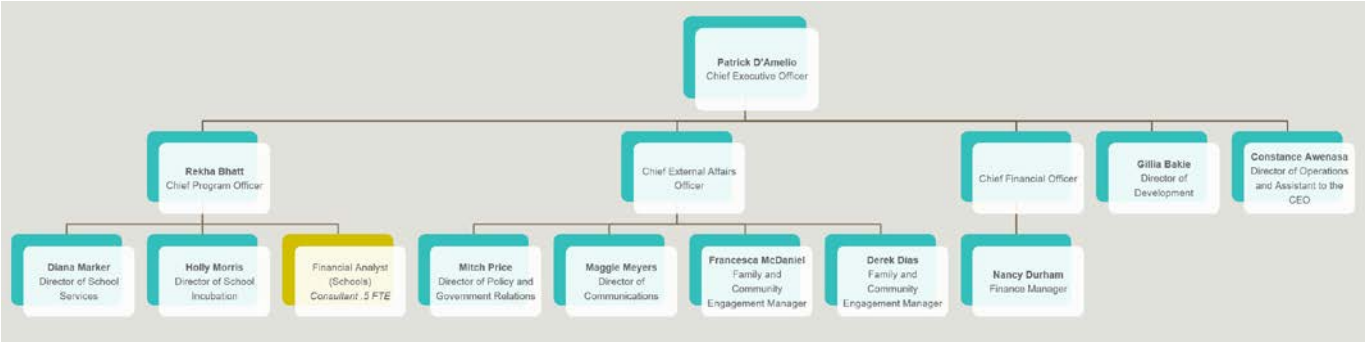
- **Hiring practices**: We have implemented and continue to develop practices to help us choose staff with a commitment to equity and to work toward more diversity, equity, and inclusion in our team. These include revising job descriptions based on input from equity leaders in the sector, including an implicit bias test in our interview process, and including a community leader as a partner during interviews.
- **Professional development, benefits, and staff feedback**: We are committing to supporting staff to pursue professional development that will grow leadership from within, reviewing compensation and benefits packages to ensure they are competitive and equitable, and conducting an annual staff survey to solicit feedback and provide us with areas for further growth.

WA Charters has built a reorganized staffing structure that will better align to and support the new strategic goals of the organization. This new structure will allow the organization to better deliver on its four goals by building critical staff capacity that supports organizational growth areas and our vision of success.

The new organizational structure is focused on building strategic leadership in three areas: External Affairs, Development, and Finance. We identified these three areas as priority growth areas in response to felt needs among our stakeholders and partners to build a strong community of advocates to move political will and build systems for organizational sustainability. Growth in these areas will enable us to be the best-in-class charter support organization (CSO) that meets Washington's needs to develop a strong charter public school sector.

Our current staffing model includes 11 FTE. To support our revised strategic goals, we will add an additional three FTE: Chief External Affairs Officer, a full-time Chief Financial Officer, and Director of Development. We will revisit our staffing model and capacity once we have fully staffed against this plan and executed our work for two years. Figure G illustrates our reorganized staffing structure.

Figure G: WA Charters Organizational Chart



STRONG AND HEALTHY BOARD

Without strong support from our board of directors and funders, WA Charters will not be able to lead the charter sector. Recognizing the need for increased investment of time and effort in the board and funding relationships, we have hired a Director of Development to help manage engagement of leaders and funders, support clean financials, and ensure regular internal evaluation against critical benchmarks.

We also have created a strong framework for increased board engagement and stewardship, including:

- Recruiting, retaining, and supporting a geographically and racially diverse board that represents critical contributors to the sector.
- Ensuring regular board engagement and cultivating strong board member relationships.

WA Charters envisions a fully engaged, passionate, and powerful board of directors representing the communities we serve, critical stakeholders from the field, funders, and strong advocates and champions. To reach this goal, we will evaluate our board's role, activities, and development, and we will create a strategic board engagement and development plan that reflects our organizational vision, the most critical needs among our community, and feedback from our current board membership.

We anticipate that our board development strategy will be complete no later than the end of 2017, to begin implementation of board engagement and renewal no later than end of Q1 2018. We will consider the following elements during our planning work:

- Role of the board in our core activity areas and the building of advisory or executive committees
- Development and recruitment of board members as advocates and champions
- Engagement of the board in our work as critical leaders in the sector
- Racial diversity of the board
- Expertise of board members

Our current board of directors will be fully engaged in this process for the remainder of the year.

SUSTAINABLE FUNDING

Organizational sustainability will be attained through the continued diversification of our core funding supporters, the continued growth of earned revenue, and the growth of individual major donors investing in WA Charters. This work is nascent; we made our first fund development hire (Director of Development) in August 2017. We also perceive that due to the ongoing litigation, it may be difficult to draw significant new funding to Washington state until the legal challenge is settled once again. Despite these factors, there is a growing group of interested investors who we are intent on cultivating over the next 12-24 months, laying the groundwork for significant diversification of revenue.

We recognize that earned revenue is a part of the sustainability of a healthy charter support organization and we are developing a strategy around earned revenue. Washington faces a unique challenge which is, at this early stage, given philanthropic support, we have paid people to participate in a set of services and supports that other CSOs typically charge for; while this has allowed us to rapidly launch the sector, navigating people from that model will be difficult and take time. We believe a first step is creating transparency with our members about the services we provide and costs to provide them. At the same time, we will review models from other states and explore a pathway toward earned income given the unique landscape in Washington state. We recognized that over the long-term, earned revenue as a significant source of funding will be dependent on the scale of charter schools in Washington state.

A full analysis of funding potential and strategies for most effective fundraising efforts will be developed in a WA Charters fund development plan no later than Q2 2018. The fund development plan will support the work laid out in the 2017-2021 WA Charters strategic plan, identify highest-reward areas of focus, and explore new potential revenue-generating activities including earned revenue optimization.

CONTINUOUS DATA-DRIVEN GROWTH

WA Charters has laid out a robust benchmarking and evaluation framework in this plan that will ensure we are working toward high-quality public education for all students. Critical to our success is regular internal evaluation against these core goals, activities, and benchmarks and the coordination of an annual board review of progress.

This iterative and annual review process allows us to measure our progress, make alterations in activity as necessary to reach our goals, and help us stay focused on the work that is most vital to the health and well-being of the charter sector. The evaluation and benchmark framework helps us answer the question: “Are we successful in supporting a high-quality, growing charter sector in Washington state?”

We evaluate our success through a mixture of qualitative and quantitative data, benchmarked annually. Data is collected through:

- Statewide poll (annual)
- Tracking parent engagement data through community engagement and parent leadership programs (ongoing)
- Sector survey (annual) and Member Council feedback (ongoing)
- Social and earned media analyses (ongoing)
- Tracking key legislative and policy decisions (ongoing)
- Tracking charter school growth, seats, leadership makeup, geography, enrollment and expulsion data, and demographic makeup of charter school students through readily-available data as reported by OSPI and through regular school reporting to WA Charters (annual)
- Collecting authorizer data of school performance on Academic, Organizational, and Operational frameworks (annual)
- WA Charters staff and board survey (annual)
- Tracking WA Charters staff and board demographics (ongoing)

In addition to these indictors, WA Charters seeks to find out how it can best support the startup of independent charters. To that end, we collect a variety of vital data about the operating schools to which we provide grants. Data provided by schools helps us understand how to strategically support the sector to ensure the highest quality education for all students. Tracked metrics for our operating schools include:

- SBAC and MSP student assessment results
- Enrollment
- Special education, ethnicity, race, TBIP demographics
- Suspensions and expulsions
- Percent teachers, staff of color
- Hiring and retention data
- Reflections on what’s going well, overall need for support and ways we can work better together

WA Charters also uses annual membership survey feedback and our Member Council to identify areas of need and opportunity and areas of success and celebration for the sector. These wraparound evaluation measures allow us to understand how our startup grants are ensuring sector growth and quality.

We also are in the process of developing a number of strategies to inform our work, as laid out below:

- A board development strategy be the end of 2017
- A Fund Development Strategy by the end of Q2 2018
- An Equity Audit, Framework, and Strategy by the end of Q4 2018
- Twice annual analyses of charter school grantmaking and sector enrollment

Table 4 outlines three critical strategies, supporting activities, and expected outcomes to accomplish our goal of operating a best-in-class 501(c)3. Specific indicators to track progress toward our outcome goals can be found in Appendix G.

Table 4: Goal 4 Strategies, Activities, and Outputs

STRATEGIES	ACTIVITIES	OUTPUTS
1. Ensure WA Charters is providing best-in-class service to our community	• Issue an annual survey to member schools, community partners, and families • Lead a Member Council to solicit member feedback about WA Charters services and needs of the sector	• 90% of member schools report satisfaction with the quality of WA Charters services and supports • At least 80% of school leaders actively participate in Member Council • Regular internal evaluation against strategic plan indicators.
2. Build staff capacity to deliver on our mission by recruiting, retaining, and developing a best-in-class team	• Execute staffing plan to align staff capacity to WA Charter's organization goals • Add three new staff positions (Chief Communications Officer, Chief External Affairs Officer, and Development Director) to ensure organizational strength, stability, and growth • Hire and retain a high-quality, diverse staff • Conduct annual staff survey • Support staff to pursue high-quality professional development annually • Offer competitive compensation and benefits packages	• Annual workplan review will track progress against strategic plan goals • Staff recruited and hired for the vacant and new positions, fully integrated by end of 2017 • 50% of staff are women, and 50% of staff are people of color • 90% staff retention from year to year • 100% of staff report being highly satisfied annually • Staff report that workplace culture reflects organizational values • 100% of staff identify and complete a professional development goal annually related to the work of the organization and their position • Compensation and benefits package reviewed prior to the end of 2017 Staff salary ranges rank in the top 10% of nonprofit salaries in Seattle • Develop an equity framework and strategy to be completed no later than February 2018.
3. Ensure organizational strength and stability	• Recruit, retain, and support a geographically and racially diverse board that represents critical contributors to the sector • Ensure regular board engagement and cultivate strong board member relationships Build out critical fund development operations, functions, and resources • Broaden and diversify pool of funders • Consistent compliance with financial, legal, and ethical obligations and transparent and regular financial reporting for staff and board • Regular internal evaluation against core goals, activities, and benchmarks	• Board membership reflects communities served and includes critical partners necessary to advance programmatic, policy, and funding goals • 100% of board will attend 75% of board meetings, one board retreat, and at least one charter school event annually • Increasingly diverse base of funding that reflects: (a) participation of 100% of board members in annual fundraising activities, and (b) a mixed portfolio of increased private and state funding sources that meets or exceeds a revenue goal of $7M per year, reaching $35M over 5 years • Clean annual audit • The board annually conducts an evaluation of progress against the strategic plan • Develop a board development plan to be completed no later than end of 2017 • Develop a development strategy to be completed no later than February 2018

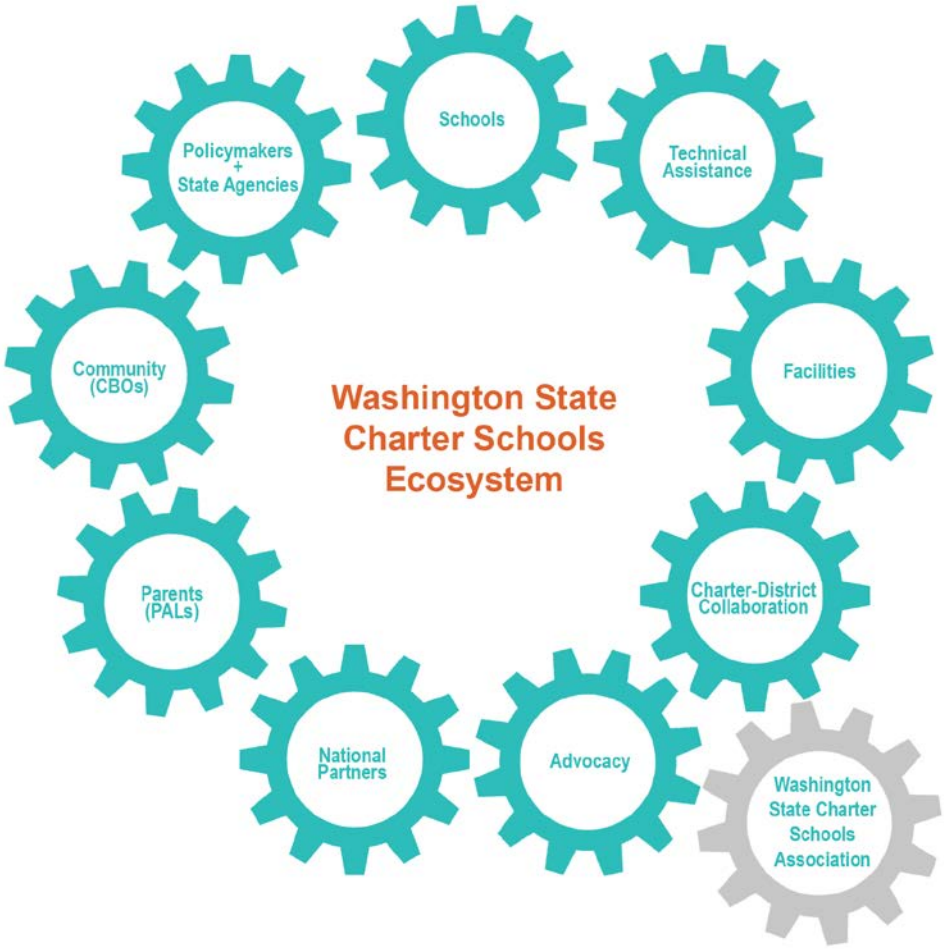
STRATEGIC PARTNERSHIPS AND GRANTMAKING

STRATEGIC PARTNERSHIPS

WA Charters recognizes that our success depends on strategic collaboration with mission-aligned partners who care deeply about Washington students, families, and communities. Since launch, WA Charters has developed a range of partnerships to support our deep commitment to support school growth and quality through technical assistance focused on the needs of our sector and the communities they serve. We are now in the process of developing community relationships to support our leadership and educator pipeline development; diversity, equity, and inclusion; charter public school awareness; and district collaboration goals. Figure H shows the major categories of partnership and activity that contribute to the growth and health of the Washington charter school space.

Currently, these partners are independently funded. Moving forward, WA Charters seeks to better align and coordinate investments across the sector. In serving as the primary intermediary for charter investments, WA Charters has the opportunity to drive sector coherence and align partners and advocates towards a common mission. A clearer understanding of the current actors across the charter sector allows us to be thoughtful partners and better positions us to decide when we lead and when we support.

Figure H: Washington State Charter School Ecosystem



Currently, WA Charters holds the following relationships as critical partnerships for the advancement of our sector:

COMMUNITY PARTNERSHIPS

True Measure Collaborative: A unique public-private partnership, the True Measure Collaborative (TMC) supports schools in maintaining inclusive practices to meet the needs of all students, including those with IEPs. The TMC serves as a full partner to member charter schools, offering robust, centralized expertise, and supports that promote compliant, effective, and innovative practices for meeting the needs of students faced with barriers to academic achievement, including those with disabilities.

The TMC was formed in 2015 in response to emerging charter schools' commitment to providing the highest quality educational experience for their students, including those with disabilities. The TMC was envisioned as a resource and partner to charter schools, offering centralized expertise and services that build on and enhance the collective impact of our partner schools. Launched as a collaboration between WA Charters, Seneca Family of Agencies, and the Puget Sound Educational Service District, the TMC partners with CMOs and independent charters schools in Washington. All TMC Members must be WA Charters Members as well.

Center for Research on Education Outcomes (CREDO): WA Charters seeks to foster a sector culture focused on student growth and achievement. We know that a key practice of high-quality schools is to regularly monitor progress towards meeting growth, proficiency, and other mission-specific goals, and to use data to drive towards continuous improvement. To help WA Charters and schools value, collect, and analyze data, we have engaged the Center for Research on Education Outcomes (CREDO) to support with data collection at the sector and school levels. CREDO's work in Washington focuses on student growth trends across the charter sector and capacity building in new charter schools.

Seneca Family of Agencies: Seneca Family of Agencies supports charter schools through direct student support services and as a key partner of the WA Charters True Measure Collaborative (TMC). Seneca provides schools with Special Education teachers, clinicians, therapists, and other key support staff through their role as a service provider with whom schools can contract directly. As a TMC partner, they provide schools with technical assistance on matters related to special education and inclusion, and they convene student support leaders in a professional learning community.

Somali Parent Education Board (SPEB): SPEB is a parent-led organization that seeks to address barriers to learning and supports Somali parent community growth in Southeast Seattle. They partner with UPLAN, the United Parents Network, a national network that informs policies and programs for children. SPEB coordinates a network of community leaders and have direct connectivity to the Somali community. As a partner of WA Charters, they support charter public school outreach to East African communities, specifically Somali communities, help recruit new parents for PALS, and help source potential partners for community engagement and overall technical assistance support to the sector.

East African Community Services: East African Community Services is a South King County-are organization dedicated to providing culturally responsive K-12 Education programs that keep East African youth safe and help them succeed in school and life. They run a variety of programs for youth and families, including after-school programming, parent engagement programs, and citizenship programs. As a partner of WA Charters, they work to help us coordinate Charter 101 trainings, participate in school leadership selection events, attend stakeholder meetings, and provide us with conference support.

South King County Discipline Coalition: The South King County Discipline Coalition is a group of community organizations that believes discipline disproportionality and the school-to-prison pipeline are unacceptable. As a key part of their work, they run grantmaking to support community-driven work in South Seattle, and have strong connections to schools and equity organizations across the region. As partners of WA Charters, they source new school leaders and present at events and trainings to build capacity in our sector around issues of discipline disproportionality.

Southeast Seattle Education Coalition: Southeast Seattle Education Coalition (SESEC) is a coalition of Community-Based Organizations (CBOs), schools, educators, community leaders, parents and caregivers, and concerned SE Seattle residents working to improve education for all children, especially those in SE Seattle and those farthest away from opportunities. WA Charters currently engaged with SESEC as a community partner through sponsorship and taking part in advocacy training. SESEC helps WA Charters extend its network, build awareness, and build up diverse leadership for the sector.

DISTRICT AND STATE PARTNERSHIPS

Washington State Charter School Commission (Commission): The Commission is a statewide authorizer that grants charters to high-quality school operators that demonstrate the capacity to open innovative, rigorous, and inclusive schools that serve “at-risk” as defined by the charter law. WA Charters work to align the content of the School Leadership Program, Strong Start, and Membership offerings to the Commission’s criteria for charter applications, pre-opening readiness, and performance frameworks, respectively.

Office of the Superintendent of Public Instruction (OSPI): OSPI has been critical to the success of charter public schools in Washington, stepping in to create an alternative pathway for the schools to stay public when their legal status was lost, and WA Charter looks forward to continued partnership with the agency. WA Charters works with OSPI through the Washington Charter School Commission, which is housed within the agency, to offer trainings to newly authorized charters about state and federal reporting requirements. Moreover, OSPI administers the Federal Charter School Program grant, a start-up grant for which all charters are encouraged to apply.

Puget Sound Educational Service District (PSESD): PSESD is a key partner in the True Measure Collaborative, which is hosted by WA Charters. The PSESD provides technical assistance and trainings to schools about serving students with special needs. They also provide technical assistance to authorized and operating schools on matters of school finance, enrollment reporting, school health compliance and more and have provided diversity, equity, and inclusion training to charter school board members.

Spokane Public Schools: Spokane Public Schools (SPS) is a district authorizer that authorizes charter schools that open within the district’s boundaries. Like its work with the Commission, WA Charters seeks to align schools that it supports in Spokane to SPS’ criteria for high-quality charter schools.

NEW AND BUILDING PARTNERSHIPS

Teach for America (TFA): In 2015, of the students that enrolled in Washington’s inaugural charter class, 70 percent were students of color and two-thirds qualified for free or reduced-price lunch, a national indicator of poverty. 39 percent of founding charter school staff were people of color, over three times the state average. The demographic disproportionality between students being served and who was serving them was striking.

Thus, we see the need for a comprehensive strategy to target the issue of disproportionality between students of color and the people who lead and teach them to achieve our mission to provide high-quality public-school options to systemically underserved communities. We propose to build and sustain a partnership with TFA Washington, a mission-aligned organization that places teachers of color and teachers who are first-generation college-goers in classrooms.

The three ways WA Charters and TFA Washington plan to partner to address this need are teacher recruitment, leadership development, and alumni awareness and engagement. These activities are outlined in detail in the Activities section above.

Puget Sound Consortium for School Innovation’s School Foundry: School Foundry is a new leadership incubator in partnership with Gonzaga University's Principal Certification Program. The intent of this work is to encourage new breakthrough school designs and immerse principal candidates in the Puget Sound Consortium for School Innovation’s growing regional network of non-traditional schools and school leaders as well as innovators. WA Charters partners with the School Foundry to recruit applicants to WA Charter’s School Leadership Program Fellowship.

Institutes of Higher Education: WA Charters works with institutions of higher education in a variety of ways to create pathways to charter public schools for educators and leaders. To support teacher hiring, WA Charters tables on behalf of member schools at university-sponsored hiring fairs across the state. WA Charters coordinates presentations by current school leaders to students in the principal credentialing programs at Seattle University and the University of Washington’s Danforth program to inform them about the charter leadership experience.

We recognize the importance of institutes of higher education as key partners to increase the number of interested new charter starters. Over the course of this strategic plan, we will develop partnerships with universities with teacher training programs, with a particular focus on universities in central Washington to help drive new charter growth in that region of the state, which is currently lacking charter public school presence.

Regional Coalitions: There are a number of robust regional coalitions across the state that are aligned in mission and vision to WA Charters. These include the Community Center for Education Results, the Washington STEM Network, the Early Learning Regional Coalition, the Washington Association of Colleges for Teachers of Education, the Rural Alliance for College Success, the Equity in Education Coalition, Best Starts for Kids Grantee Cohort, and others. Over the next two years, WA Charters will do a landscape audit of meaningful coalition partners and build partnerships with priority partners. Chief among these is a partnership with the Community Center for Education Results, which collects education data for the Roadmap Region, within which 50 percent of currently authorized charters are situated. WA Charters seeks to have charter data included in CCER's data repository, including their annual results report and data dashboard.

COMMUNITY GRANTMAKING STRATEGY

OVERVIEW

WA Charters was established to create and maintain a healthy charter public school sector that serves as a catalyst to improve public education outcomes for all Washington students. To drive towards this ultimate vision, WA Charters provides grants to further its school incubation and startup, advocacy, and community engagement goals. Through each of the grants it makes, WA Charters seeks to do one or more of the following:

- Protect the sector and cultivate a favorable environment for charters in WA
- Support the launch of new charters
- Drive school quality and growth
- Invest in families and communities

Historically, WA Charters has given grants to:

- **Advocacy partners:** to play legal and legislative offense and defense to safeguard the sector.
- **Schools:** for independent charter public school planning and first-year implementation; to support in moments of crisis; to support their growth in the absence of access to local levies; and to support with student recruitment efforts.
- **Parent advocacy leaders and community-based organizations:** to help with student recruitment and school support.

LOOKING FORWARD

As the sector matures and the organizational capacity of WA Charters grows, we anticipate maintaining some of same grantmaking practices detailed above over the next four years. However, we also anticipate some shifts: while we believe that we'll continue to support external advocacy and community engagement efforts, the majority of our grants will be made within the school space, supporting school teams with incubation, planning, and operations. A key shift to our school-based grantmaking will be to offer multi-year grants to schools with a series of milestone check-ins to monitor performance and progress. Multi-year grant commitments will give schools a more predictable pathway for budgeting and operation. Moreover, given their experience, scale, and capacity, we believe multiple grant pathways are necessary for different operator types, including national CMOs and independent charter public schools.

SCHOOL GRANTS

Grantmaking in our sector is administered by multiple partners and fall in three primary areas:

Belief	School Type	Grants Available
We should continue to invest in local talent to lead schools for local students.	Independent charter public school	• Incubation Stipend • Planning Grant • Implementation Grant • School Support Grant* • Growth Grant** • Replication or Expansion Grant • Facilities Planning Grant***

We should continue to bet on national operators with proven track records of success.	National CMOs	• National CMO Grants, currently primarily managed by external funding partners • Facilities Grant • Operations Grant
We should invest in local talent with a big vision for student impact and a track record of successful school launch.	Regional CMOs	• Planning Grant • Implementation Grant • School Support Grant* • Growth Grant** • Replication or Expansion Grant • Facilities Planning Grant***

**Small, responsive, and targeted grants or one-time grants*

***As we work towards levy parity, we may need to continue to supplement funds for schools via Growth Grants. As levy parity increases, we can turn these funds towards additional Support Grants.*

****Washington Charter School Development administers this grant*

Currently, grants to CMOs are managed by external funding partners and CMOs are privy to facilities grants given their track records of successful operation. While CMOs are structured differently than independent charter public schools, the two school types face many of the same challenges and priorities, including facilities, equitable per pupil funding, and the need for legal and legislative advocacy support. As the 42nd state in the nation to adopt a charter law, we draw from the lessons of other sectors to build a uniquely WA sector, one that is truly collaborative and cogent. We've learned that a disparate granting structure creates a lack of transparency amongst schools, which can lead to confusion, mistrust and a sense of inequity. Thus, in future years, WA Charters will seek to include CMOs in its portfolio of grantees. Funding CMOs through WA Charters would allow for a more coherent, better aligned sector that includes independent charter public school operators and CMOs at same table, engaged in the same advocacy, strategic communications, engagement, and sector quality efforts.

ADVOCACY AND ENGAGEMENT GRANTS

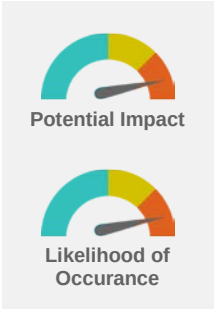
Organization Type	Rationale	Grants Available
Advocacy	Move away from general advocacy support grants and move toward funding aligned efforts with advocacy partners, such as joint polling and joint funding of lobbyists. We do not intend to continue large, unrestricted grants.	• TBD
Family Engagement Grants	We continue to value and benefit from the time and efforts of our parent leaders, as such, these grants are reserved for active parent advocacy leaders (PALs) to elevate parent voice at the school, community, and sector level.	• Parent Advocacy Leaders (PALs) cohort program
Community Based Organization (CBO) Grants	These grants are targeted grants that advance our engagement efforts, are culturally responsive to the families that we serve, and attach us to the communities that we serve.	• Organizations that are located and support the communities in which our schools operate that are led by women and/or people of color. • Sponsorship (e.g. tabling) of events hosted by community based organizations.

RISK AND MITIGATION STRATEGIES

WA Charters' revised strategic goals and strategies are not without risk, particularly in the uncertain legal and political environment in Washington state. As part of our strategic planning process, we have identified what we think are the probable risks to accomplishing our four goals over the next five years and considered ways to mitigate these risks. The charts below characterize risks by their potential impact and likelihood of occurrence, and outline how we plan to address these significant challenges to our mission and vision.

GOAL 1: Grow Charter School Support and Awareness

Risk: Negative national narrative around charters, reinforced by current federal administration's support of charter/choice at expense of broader public education system



Mitigation Plan

- Distance Washington state from current administration and low-quality state sectors via strategic positions and statements
- Normalize charter public schools in Washington state through drumbeat of positive stories (that include data and proof points), reinforced by editorials, op-eds, social media shares, etc.

Risk: Potential supporters have increased exposure to anti-charter rhetoric, myth, and misperceptions (e.g., charters are private, not free, not open to all students, do not serve special education students, drain funding, etc.) and are influenced by leading charter opponents, e.g., WEA

Mitigation Plan

- Increased ground game, focused on specific schools and communities (e.g. "Rainier Prep is a great public school option for Highline community"), family-led and student-centered
- Effective influencer strategy
  - Encourage regular school visits by community members, parents, influencers, legislators, funders, media, etc.
- Increased air game – a supplementary strategy to mitigate anti-charter perceptions

Risk: Low buy-in from trusted community-based organizations

Mitigation Plan

- Staff attendance at CBO events hosted by current and prospective partners
- School visits
- Monthly PAL meetings with community partners
- Maintainence of requirement that potential school founders must partner with CBOs during incubation

Risk: Family burnout and low parent/family interest

Mitigation Plan

- Host Charter 101 info session nights for prospective parents/families → bring in new parents and families early
- Lead trainings to equip parents with resources they need to build leadership capacity (PALS)
- WA Charters Family and Community Engagement Manager invests time in establishing and maintaining meaningful 1:1 relationships with parents and family members
- Support school-based family outreach efforts
- Publish monthly newsletter ("The Loop") with opportunities for family members to get and stay involved

Risk: Charter school law declared unconstitutional

Mitigation Plan

- Craft and execute legal and legislative response plan (e.g., motions for stay and reconsideration; stop-gap legislative fix; Act Now for WA Students-style campaign to re-enact law if necessary)

Risk: Legislation passed that weakens existing charter school law

Mitigation Plan

- Advocacy partners and lobby team monitor and identify potential anti-charter legislation and help craft response (e.g., parent, teacher, and student testimony)
- Lobby team maintains strong relationships with legislative leaders in each of four caucuses
- Support schools in achieving strong academic results, full enrollment, satisfied families, etc., which in turn promotes growth of legislative support
- Continue to build C4 dollars and strength by playing in key elections – and winning/claim credit for previous wins

Risk: Pro-charter legislators defeated for re-election and/or anti-charter legislators elected

Mitigation Plan

- Hold one-on-one parent meetings with newly elected legislators to build relationship and encourage support
- Support schools in achieving strong academic results, full enrollment, satisfied families, etc., which in turn promotes growth of legislative support
- Collaborate with advocacy partners and WA Charters PAC to support election (and reelection) of pro-charter legislators
- Continue to fundraise for C4

Risk: Fraying of advocacy coalition (LEV, Stand, DFER, Washington Roundtable, etc.)

Mitigation Plan

- Maintain regular communication, cooperation, and collaboration
- Continue to seek and cultivate spaces of common ground and shared agreement

Risk: Negative stories about WA charter schools or our sector

Mitigation Plan

- Communications: Build trusting relationships with school leaders so they feel comfortable sharing potential crises with WA Charters. Communications team equips schools with effective crisis communications plans to navigate emerging challenges at school-level and/or sector-wide
- Communications: Maintain drumbeat of positive stories about school successes, family satisfaction, and quality sector
- School Services: Support schools before crisis hits in all relevant areas (e.g., technical support, operations, finance, academics, HR, governance)
- Advocacy: Equip charter advocates with facts, information, and positive proof points about charters

GOAL 2: Incubate at Least 21 Schools and Create 10,000 Student Seats

Risk: Lack of leader readiness and pipeline – low percentage of leaders of color; low percentage of board members of color and from local school communities

Mitigation Plan

- Create Aspiring Leaders pipeline program
- Use competency-based leader selection model, including implicit bias test
- Provide robust, responsive School Leadership Program (SLP) training and coaching
- Partner with TFA, Seattle University, UW Danforth, and School Foundry to create direct charter leader pipelines
- Source leaders and board members through CBO relationships
- Keep potential CMO recruits engaged and abreast of positive sector developments

Risk: Lack of facilities funding and availability

Mitigation Plan

- Apply for federal credit enhancement grant
- Partner with Washington Charter School Development (WCSD) to support charter starters with facilities search
- Promote need for facilities solution to policymakers and funders

Risk: Local opposition to charter in target community for school location

Potential Impact

Likelihood of Occurance

Mitigation Plan

- WA Charters Family and Community Engagement Manager builds relationships in community prior application submission to charter authorizer
- Each homegrown school signs MOU with a CBO in their target region to build relationships with local stakeholders

GOAL 3: Provide Supports and Services to Maintain High-Quality Schools

Risk: Under-enrollment of charter public schools compromises sector stability and advocacy efforts, including extension of the authorization window and increase of 40-school cap.

Potential Impact

Likelihood of Occurrence

Mitigation Plan

- Provide robust incubation services to ensure a strong pipeline of leaders with community competency and strong regional relationships
- Implement family and community engagement efforts that build charter school capacity for awareness, outreach, and enrollment efforts and build up community charter public school awareness statewide
- Offer robust technical assistance that ensures high-quality education; supports student retention; and helps prevent or address emergent challenges, including enrollment
- Strengthen and align WA Charters communications work to support enabling conditions that allow schools to successfully meet enrollment targets

Risk: Low-performing schools, including those that have not participated in WA Charters School Leadership Program

Potential Impact

Likelihood of Occurance

Mitigation Plan

- Collect data on school quality metrics for all authorized schools
- Make Planning and Implementation grant opportunities available to all authorized charter schools that meet criteria
- Make Strong Start programming available to all authorized charter schools
- Create membership offerings that include technical assistance available to all charter schools

Risk: Lack of sufficiently differentiated support to CMOs vs. independent charters

Potential Impact

Likelihood of Occurance

Mitigation Plan

- Issue an annual survey to members to capture desired areas of support, reflections, and feedback, and allocate resources to be responsive to member needs and requests
- Capture schools needs via Member Council and Grant Milestone check-ins

GOAL 4: Operate Best-in-Class 501(c)(3) with Excellent Member Satisfaction

Risk: Lack of capacity or funding to support schools with specific needs

Potential Impact

Likelihood of Occurance

Mitigation Plan

- Maintain bank of consultants, vendors, and resources for schools to access
- Communicate strategic plan with members to set clear expectations about WA Charters' key areas of focus
- Invite partner organizations that provide services and supports to schools to participate in Quarterly Stakeholder meetings and interact with partner funders

BUDGET NARRATIVE AND FIVE-YEAR FORECAST

To achieve WA Charters' new strategic goals over the next five years, we developed a five-year budget forecast designed to support the activities described above. We aligned costs and grant revenue to projected school growth to achieve 21 schools by 2021. The plan calls for the opening of nine new schools and two expansions by the end of 2021, with one more new school in the planning process. The plan also calls for hiring three new staff in the first year with the possibility of more as more new schools are started. Tables 5 and 6 below show the five-year projections made with the following assumptions:

Revenue: The funding assumptions include [redacted], with [redacted] from identified sources and [redacted] from new funders or additional grants from existing funders. Grants of [redacted] are currently committed or have been received in 2017. The plan uses [redacted] of net assets leaving a balance of [redacted] at the end of 2021.

Operating Costs: The plan drives costs away from external consultants to build internal capacity. Although personnel costs rise [redacted] from 2017 to 2018, decreases in related costs including external PR Consultants, enrollment campaign costs, incubation support consulting, and other costs offset this increase.

Personnel Costs (48% of non-grant costs): WA Charters has 11 FTE positions currently funded. The plan calls for staff to grow to 14 FTE to more effectively meet the mission requirements.

Table 5: STATEMENT OF CHANGES IN NET ASSETS (ACCRUAL BASIS)

	2017 FORECAST	2018 FORECAST	2019 FORECAST	2020 FORECAST	2021 FORECAST	TOTAL
REVENUE						
Grants – Operating + Other	[redacted]					
Grants – School Startup Pool						
Earned Revenue						
Total Revenue						
EXPENSES & GRANTS						
Personnel Expenses	[redacted]					
School Startup Grants						
School Incubation & Member Services						
Contracted Services						
External Relations/Comms						
Other Operating Expenses						
Total Expenses & Grants						
Net Increase(Decrease) in Net Assets	[redacted]					

Table 6: GRANT REVENUE (ACCRUAL BASIS)

	2017	2018	2019	2020	2021	TOTAL
OPERATING AND OTHER GRANTS						
Total Operating + Other	[redacted]					
SCHOOL STARTUP GRANT POOL						
Total School Startup Pool						
Total Grants						

APPENDIX A | ENROLLMENT ANALYSIS | SEPTEMBER 2017

OVERVIEW

The success of Washington's young charter sector is dependent on strong parent and student demand for innovative and inclusive new school options for students. WA Charters recognizes that it is critical for all authorized charter seats to be filled in order to conduct effective programming, advocacy, and fundraising for additional future seats. Under-enrollment of current seats puts future school program, advocacy and fundraising efforts, and in turn, future enrollment efforts at risk. One critical example of this is our work to expand the 40-school cap and extend the five-year window for charter school authorization in Washington; without strong enrollment numbers, it will be difficult to make the case for expansion, which threatens the sector's stability over the long-term.

An analysis of enrollment at each of the sector's operating schools and sector trends offer insights into root causes of enrollment challenges and point to areas for growth among under-enrolled schools. Our proposed Technical assistance and capacity efforts drive towards solutions to bolster and maintain enrollment at schools that are seeing decreases and help ensure that new-start charter public schools are set up for success as they launch in Washington state. (See tables of enrollment and waitlist data attached for more detail of enrollment and waitlist by grade).

STUDENT ENROLLMENT BY SCHOOL

In 2015, of the students that enrolled in Washington's inaugural charter class, 70 percent were students of color and two-thirds qualified for free or reduced-price lunch, a national indicator of poverty. Thirty-nine percent of founding charter school staff were people of color, over three times the state average. The demographic disproportionality between students being served and who was serving them was striking.

KING COUNTY SCHOOLS

Green Dot – Excel: Excel has not met the targets set forth in its charter application and has adjusted them to reflect the demand that they are seeing. The school has seen attrition among its first cohort of 9th graders from families that are seeking a more traditional comprehensive high school experience. Some families have left the school due to a change in its discipline model after becoming part of the Green Dot network. In addition, the school has outgrown its current facility and has had to reduce its initial cohort growth plan by an entire grade. Lack of a clear permanent facility has also deterred some families. The school serves a high number of transitional bilingual students and does not offer extensive translation services for families.

Green Dot – Rainier Valley Leadership Academy: RVLA has not met the targets set forth in its charter application and has adjusted them to reflect the demand that they are seeing. The school has seen some attrition from newly enrolled students as a result of dissatisfaction with its current facility, which is comprised of temporary portables, and with the school's discipline model.

Summit Atlas: Atlas is fully enrolled and has met the targets set forth in its charter application. Atlas saw more demand for its sixth grade seats as compared to its 9th grade seats.

Summit Sierra: Sierra is fully enrolled, has a waitlist, and has met the targets set forth in its charter application. Sierra has strong staff retention, robust student activities offerings, and is a valued partner in its local community.

Rainier Prep: Rainier Prep is fully enrolled and has a waitlist. The school prioritized the hire of a community engagement manager and has robust yearlong engagement strategies that involve its entire staff. The school prioritizes language inclusion and makes a concerted effort to communicate with families in their home languages.

KING COUNTY SCHOOLS

Green Dot – Destiny: Destiny has not met the targets set forth in its charter application and has adjusted them to reflect the demand that they are seeing. Contributing factors to lower enrollment are leadership transition, a reduced number of bus routes available to families due to high transportation costs, and anecdotal evidence has uncovered the perception that the school is an alternative school, meant only for students with special needs. This reputation has deterred families of non-special education learners from enrolling.

Summit Olympus: Olympus has not met the targets set forth in its charter application and has adjusted them to reflect the demand that they are seeing. Contributing factors to lower enrollment are a lack of awareness about charters generally and about Olympus as a local high school option.

SOAR Academy: SOAR Academy is fully enrolled, has a waitlist, and has met the targets set forth in its charter application. The school has attracted families seeking out their first schools for their young students and has been positioned by their local district as a place where families with students requiring additional services can get their needs met.

KING COUNTY SCHOOLS

PRIDE Prep: PRIDE Prep is fully enrolled, has a waitlist, and has exceeded the targets set forth in its charter application. The school has attracted families seeking out an innovative model that meet the needs of learners that have not had their needs met in more traditional settings. The school has been included in its local district's formal choice system for families.

Spokane International Academy: SIA is fully enrolled, has a waitlist, and has exceeded the targets set forth in its charter application. The school has attracted families seeking out a rigorous, community-focused model. The school has been included in its local district's formal choice system for families.

REGIONAL AND STATEWIDE TRENDS

Analysis of school enrollment trends highlights some early indicators of external and internal challenges and strengths that impact student recruitment. At a high level, we observe that yearlong, culturally responsive community engagement; district partnership; and regional awareness and outreach are the foundation for strong enrollment across the state.

FAMILIES HAVE SPECIFIC NEEDS

- Early and continuous community engagement is key, and schools must put resources towards language inclusion for non-English speaking families.
- There is demand across the state for elementary schools.
- Families are seeking stability; changing transportation options, and temporary facilities set-ups and leadership transitions can be deterrents.
- Charter high schools are seeing an influx of 11th grade enrollments, as students are approaching graduation and college.

ENROLLMENT VARIES BY SCHOOL TYPE

- The Green Dot Network has set larger enrollment targets by grade level than its peer schools and has more seats to fill.
- All independent charters are fully enrolled and have waitlists.

REGIONAL FACTORS CAN IMPACT ENROLLMENT

- Schools in King County have demonstrated variable levels of enrollment success. Schools that have prioritized culturally responsive models and community engagement are most successful in enrolling students. District partnership does not appear to be a primary factor in charter school enrollment in this region.
- Two out of three schools in Tacoma cite hearing about the local district promoting charters as alternative schools for students with high needs to families.
- There is strong parent demand and district partnership in Spokane.

HOW WA CHARTERS CAN SUPPORT STUDENT ENROLLMENT

Analysis of school enrollment trends highlights some early indicators of external and internal challenges and strengths that impact student recruitment. At a high level, we observe that yearlong, culturally responsive community engagement; district partnership; and regional awareness and outreach are the foundation for strong enrollment across the state.

INCUBATION

- Recruit strong local leaders to launch independent charter schools that are responsive to the needs of their communities.
- Build relationships with community-based organization and local districts early in the school design process

COMMUNITY ENGAGEMENT

- Parent Advocacy Leaders (PALs): a group of charter public school parents invested in the future of the sector
    - Train parents and families as advocates for their schools, communities, and sector.
    - Provide parents and families with resources and tools to share with networks to grow support, awareness, and help drive enrollment.
- Professional Learning Community for School-based Community Engagement Staff
    - Lead PD trainings for schools' parent and community engagement coordinators on building engagement, school culture, and enrollment strategies.
    - Build cohort of parent and community engagement coordinators to assess and address community challenges, regionally.
- Charter 101s: a three-part workshop series about charter public schools
    - Provide families, community members, and stakeholders information about our sector, school models, and regional, hot-button issues to drive support, awareness, and enrollment.
- Community awareness building
    - Attend, table, and/or sponsor community events in regions where schools are currently operating in order to build relationships with CBOs to drive support, awareness, and enrollment.

TECHNICAL ASSISTANCE

- WA Charters offers a robust suite of technical assistance to the sector and its members, as outlined in the proposal. We perceive that the use of data and evaluation to inform technical assistance offerings will be key to drive enrollment, school quality, and growth and help prevent or address emergent challenges to delivering high-quality education experiences (e.g., facilities challenges, leadership transitions, etc.)

COMMUNICATIONS

- Create an enabling environment where families and stakeholders are aware of what charters are and what they offer
- Employ need-based, region-specific awareness and marketing campaigns, using tactics such as digital media, billboards, and radio ads

CONCLUSION

In closing, WA Charters' incubation, community engagement, technical assistance, and communications are designed to be in service to creating high-quality schools for students and families that are seeking out innovative and inclusive school options. We will continue to work with school leaders in the early stages of school design to develop models that are responsive to community demand and are operationally sound to ensure schools get off to a strong start with seats filled. We will work with operating schools to ensure they have inclusive practices to engage, recruit, and retain families.

WASHINGTON STATE CHARTER PUBLIC SCHOOL ENROLLMENT AS OF SEPTEMBER 20, 2017

Authorized Charter Public Schools	School Type	Grade levels offered in 2017-18	Grade levels school will ultimately serve	Year school will offer full range of grade levels	Confirmed enrollment for 2017-18	Target enrollment for 2017-18	Total # of seats at full enrollment	Total # of seats projected on application	Waitlist status
Green Dot Destiny Middle School	CMO	6-8	6-8	2017-18	303	345	345	495-600	N
Green Dot Excel Public Charter School	CMO	7-9	7-12	2020-21	169	250	420	525-546	N
Green Dot Rainier Valley Leadership Academy *(RVLA)*	CMO	6	6-12	2023-24	118	150	980	1,120-1,260	N
PRIDE Prep	Independent	6-9	6-12	2020-21	400	400	700	630	Y
Rainier Prep	Independent	5-8	5-8	2017-18	341	324	345	400	Y
SOAR Academy	Independent	K-3	K-8	2022-23	200	200	450	450	Y
Spokane International Academy	Independent	K-3, 5-8	K-8	2018-19	433	430	495	480	Y
Summit Atlas	CMO	6, 9	6-12	2020-21	200	200	615	691-733	N
Summit Olympus	CMO	9-11	9-12	2018-19	164	180	230	448	N
Summit Sierra	CMO	9-11	9-12	2018-19	306	300	400	448	Y
Total					2,634	2,779	4,980	5,687-5,995	

ENROLLMENT WAITLIST BY GRADE AS OF SEPTEMBER 20, 2017

Authorized Charter Public Schools	School Type	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
Green Dot Destiny Middle School	CMO							0	0	0					0
Green Dot Excel Public Charter School	CMO								0	0	0				0
Green Dot Rainier Valley Leadership Academy *(RVLA)*	CMO							0							0
PRIDE Prep	Independent							38	46	22	1				107
Rainier Prep	Independent						2	5	37	0					44
SOAR Academy	Independent	18	5	27	6										56
Spokane International Academy	Independent	72	76	104	35		4	5	9	0					305
Summit Atlas	CMO							0			0				0
Summit Olympus	CMO										0	0	0	0	0
Summit Sierra	CMO										1	0	11		12
Total															524

APPENDIX B | STRATEGIC PLANNING METHODOLOGY

STRATEGIC PLANNING METHODOLOGY

In July 2016, we hired Education First to lead us through a strategic planning process to refresh our 2013 strategic plan and align our vision, mission, goals, and strategies to the new reality of charter public schools in Washington state. Education First talked with various stakeholders and benchmarked other Charter Support Organizations (CSOs) to understand WA Charters' success and challenges. They conducted one-on-one interviews, focus groups, document reviews, and research to contribute additional insights about the organization's performance, successes, and challenges to date, as well as the current state of the field. In August, Education First presented the landscape scan findings and facilitated discussions with WA Charters board of directors and staff to gather reflections and insights on strategic priorities.

The board formed a strategic planning subcommittee, which worked directly with WA Charters leadership from September 2016 to January 2017 to review performance and other data and set strategic goals for the organization. With these goals in hand, Education First was re-engaged in March 2017 to assist with the completion of the plan.

Interviewees contacted for the WA Charters landscape scan included:

Charter School Parents

- **Vernee Fletcher**, Summit Sierra
- **Lynn Gilliland**, Summit Sierra
- **Natalie Hester**, Summit Sierra
- **Sara Irish**, Green Dot Destiny
- **Heidi Mitchell**, PRIDE Prep (and her son JD)
- **Hanh-Tam Thi Nguyen**, Rainier Prep
- **Darcelina Soloria**, Spokane International Academy
- **Shirline Wilson**, Rainier Prep

Washington State Policymakers

- **Senator Steve Litzow** (R), Washington State Senate
- **Senator Mark Mullet** (D), Washington State Senate
- **Chairman Steve Sundquist**, Washington State Charter School Commission

WA Charters Funders

- **Telca Porras**, Bill & Melinda Gates Foundation
- **Tonya Dressel**, Ballmer Group Philanthropy

WA Charters Board

- 10 of 11 board members

Charter School and Network Leaders

- **Bree Dusseault**, network leader, Green Dot Public Schools Washington
- **Jen Wickens**, network leader, Summit Public Schools Washington
- **Dan Calzaretta**, school leader, Willow Public School
- **Travis Franklin**, school leader, Spokane International Academy
- **Sandra Jarrard**, board member, PRIDE Prep
- **Andy Jassy**, board member, Rainier Prep
- **Brenda McDonald**, school leader, PRIDE Prep
- **Maggie O'Sullivan**, school leader, Rainier Prep

Partner Organizations and Community Members

- **Dave Powell**, Stand for Children, Washington
- **Felix Schein**, RALLY
- **Vu Le**, Rainier Valley Corps
- **Sharonne Navas**, Equity in Education Coalition

Other Charter Support Organizations (CSOs)

- **Justin Testerman**, formerly of National Alliance for Public Charter Schools
- **Eileen Sigmund**, Arizona Charter Schools Association
- **Maggie Runyan Shefa**, New Schools for New Orleans
- **Todd Ziebarth**, National Alliance for Public Charter School

APPENDIX C | EQUITY

OUR APPROACH TO EQUITY

Advancing equity in the sector is at the foundation of our mission and is a critical driver in our work. As noted above, since launch, the mission of the charter public school sector has been focused first and foremost on advancing equity. While our commitment has been ever-present, each year we better understand barriers and opportunities for growth to advance equity, both as an organization and throughout the charter public school sector. As a learning organization, we have recognized the need to continually grow and strengthen in this critical area of our work. We have worked to deepen our understanding of and then improve practices and processes to be more inclusive and to better embody the values of diversity, equity, and inclusion. Over the course of the last three years, we have made strategic shifts to reflect our learning in this area across five pillars of our work:

1. **School Leadership Program**: We have become more intentionally inclusive over the past three years, changing who is part of the selection process to include a broader range of community voices, and changing requirements to ensure inclusivity of more leaders of color.
2. **Grantmaking and Grants Evaluation Strategy**: We have modified our processes and requirements for planning and implementation grants to schools to better align with values of equity; for example, we require that new schools serve 50 percent or more low-income students, and we monitor new school data around equity pain points such as discipline, teacher demographics, student demographics, and student academic outcomes disaggregated by race/ethnicity, income, and special needs.
3. **Proactive Technical Assistance and Relational Community Engagement**: We worked to develop and continue to coordinate the True Measure Collaborative (as outlined below) to help schools provide inclusive education for a truly diverse community of students, including those with special needs. We have worked to ensure that community engagement support to the sector prioritizes the meaningful partnership with communities we serve rather than goal-oriented or transactional relationship building. We also have worked to ensure that staff members are engaging in collaboration with community partners and that community partners are engaged as leaders and experts in our work.
4. **Staff and Board Diversity**: Our new strategic plan sets out specific goals around staff and board diversity, and we are working toward those goals in a variety of ways, including changing our hiring practices to be more inclusive, widening the networks in which we are circulating our job opportunities, engaging community partners in our interview process, requiring all interviewees take the Harvard Implicit Bias test around race, and launching a board development strategy that prioritizes diversity and equity.
5. **Continuous Learning**: We have made a commitment to continuous learning and conversation around equity, encouraging staff to explore topics, research, and articles regarding privilege, equity, and diversity. As a staff, we have taken the Harvard Implicit Bias test around race, and are planning an extended staff meeting to discuss the results and the implications for our work.

We recognize that a commitment to equity is not a discrete set of activities, but an ongoing commitment to self-reflection and continual growth. The last three years have given us opportunities to better understand new areas for development in our organization around equity. Thus, we have laid out new areas of growth for the organization in our strategic plan. Four critical steps we plan to take over the next twelve months are:

- **Professional Development for Leadership**: In Q4 2017, the CEO, the Chief Program Officer, and a Community Engagement Manager will take part in the Leading for Equity Institute, a professional development program to develop capacity and foster positive change on behalf of systemically underserved students and families provided by the National Equity Project.
- **Equity Audit**: Based on learnings from the Leading for Equity Institute, the expertise of our team, and community stakeholders and experts, we will do an equity audit of our organization and the sector to understand opportunities and barriers in our work.
- **Equity Framework Development**: Based on learnings from the Leading for Equity Institute, the expertise of our team, and community stakeholders and experts, we will develop an Equity Framework for WA Charters and the sector.
- **Diversity, Equity, and Inclusion Strategy Development**: Growing from the Equity Audit and Framework, we will further develop a cohesive, organizational and sector equity strategy to help us maintain our commitment and continue to learn and grow.

The work outlined above, alongside the continuous feedback and input of our partners, will help ensure that WA Charters and our charter public school sector are truly creating equitable educational opportunities that set all students up for success in their lives and careers.

APPENDIX D | 2017-2019 COMMUNICATIONS STRATEGY OVERVIEW

WA Charters recognizes that for our charter sector, stability comes from the continuous growth of high-quality charter public schools. Stability cannot and does not rely on the absence of legal and/or political opposition to charter public schools in our state, or the absence of negative national narratives. Understanding these persistent challenges, effective communications for WA Charters and the sector entails (but is not limited to) a steady drumbeat of accurate and positive, growth-oriented coverage, compelling stories reinforced with strong data, and high-leverage earned and paid campaigns to drive awareness of, interest in, and accurate perceptions of charter public schools. Given the unique nature of WA Charters as a charter support organization, communications leadership also entails technical assistance and school support for communications that dovetails with and reinforces culturally-responsive community engagement activities and helps ensure the enabling conditions for school enrollment and successful charter sector advocacy.

In Washington, we have seen steady but slow growth in positive perceptions of charter schools from 2013-2016. In order to support the growth of the charter public school sector, and in order to position Washington's sector to be a national exemplar of quality and growth in equal measure, we must grow the base of awareness and support for charter public schools in our state. In the face of new national polling demonstrating that positive perceptions of charter public schools have declined since 2016, we must focus the public narrative on the high-quality Washington state charter sector and the enactment of one of the strongest charter laws in the nation.

We recognize that a large-scale "air game"-style awareness campaign is not in and of itself sufficient to move the needle when it comes to growing awareness and support for charter public schools in Washington. However, especially given ongoing challenges with enrollment, negative national narratives around charter public schools, and indications of declining support for charter public schools nationally since 2016, we recognize that we must step up both our 'ground game' and our 'air game' to effectively engage target audiences and to communicate accurate, compelling messages about charter public schools that increase support for charter public school options and increase families' and communities' awareness of and appetite for charter public schools across our state.

The Yes on 1240 campaign offers an example of a large scale 'air' campaign that effectively helped move the needle on voter support for charter public schools in 2012. The 2015-16 Act Now for WA Students campaign provides evidence of an effective grassroots-style, student- and parent-centered 'ground' campaign that was effectively supplemented by a paid digital strategy that reinforced and strengthened the campaign's engagement and advocacy efforts on the ground with target audiences: legislators, influencers, and families. We now seek to engage primarily with communities and influencers in a strong issue-awareness strategy.

In order to maximize the impact of our communications efforts, we seek to engage in a targeted two-year awareness building strategy. This strategy will authentically engage and target key audiences (e.g., families and communities in operating school communities, educators, and influencers), and will lift up positive stories, key facts (e.g., charter public schools are public and tuition-free), and compelling messages about the successes and opportunities of charter public schools in Washington.

Working in tandem with community engagement efforts and technical assistance for charter public schools, the communications strategy will increase sector-wide awareness and will help to address some of the most pressing challenges for schools seeking to build enrollment. Coupled with meaningful, on-the-ground relationship-building and engagement with communities and schools, we believe that paid media communications will strengthen our communications, community engagement, and advocacy efforts, and help us reach our goal of increasing awareness and support of high-quality charter public schools in Washington state.

We aim to ensure accurate understanding of charter public schools and targeted support for schools encountering challenges through creating an enabling environment for charter school growth and quality overall and by providing a targeted suite of services around challenges to enrollment and awareness at specific schools.

Enabling environment for charter school growth and quality:

- Purchase strategic paid media to support on-the-ground efforts, including both traditional and ethnic media.
- Find and develop stories of success from the charter sector, seeding positive earned coverage in local, regional, statewide, and national markets; develop and implement a strong editorial board and op-ed strategy.
- Engage stakeholders through personal interaction with charter schools through tours and events.

- Work in partnership with and build the capacity of schools, families, partners, and advocates to effectively communicate accurate and positive information about charter public schools, including the development of targeted parent engagement and parent voice.
- Build a comprehensive suite of tools, resources, and trainings that will be provided to all members to ensure charter school quality and help school leaders successfully build community awareness and drive enrollment.
- Develop a social media strategy, new social media content, and promotion activities to lift school successes.
- Regular charter sector newsletter.

Targeted services:

- 1:1 coaching for school leaders and teams struggling to meet enrollment goals.
- Employ needs-based, school-specific awareness and marketing strategies, using tactics such as digital media, billboards, and radio ads to support enrollment and community awareness.
- Create and coordinate a pool of micro-grants and stipends funds that can be disbursed on a school-by-school basis to help support enrollment and community awareness efforts.

APPENDIX E | BRAND AND MESSAGING FRAMEWORK

VISION

High-quality public schools for ***all*** students.

MISSION

We advocate for and support high-quality charter public schools that meet the needs of systemically underserved students.

ELEVATOR STATEMENT

A hub of technology and innovation, Washington boasts a wealthy economy, yet Washington is 46th in the nation when it comes to the percentage of students going to college. Seattle, our largest urban district, has the fifth-largest achievement gap between white students and non-white students of all major cities in the nation.

WA Charters exists to tackle our state's opportunity and achievement gaps by advocating for and supporting diverse, high-quality charter public schools by: (1) growing awareness and support through strategic communications, a legal and political ground game, and parent organizing; (2) incubating high-quality charter public schools; and (3) offering excellent technical support and key resources to our operating member schools.

Our goal is for charter public schools to impact our state's broader public education system, and for all students in Washington to have access to high-quality public school options that meet their needs and prepare them for success in college, career, and life.

VALUES

Community: We believe in the power of families and communities, and by supporting schools that are responsive to communities, we work to shift historic power dynamics.

Diversity: We recruit a diverse pool of charter public school leaders, board members, and teachers to found and implement customized school models that serve students from diverse backgrounds, because we know a one-size-fits-all model doesn't work for every learner.

Excellence: We insist on excellence from ourselves and the schools we incubate and support. We are purposeful with our time and resources because we know our work is urgent: Washington students' lives and futures are being shaped right now.

Innovation: We recruit and support talented educators to lead and teach in our schools, we champion flexible school models that break away from traditional practices, and we create opportunities for broad collaboration in order to spread innovation beyond the charter public school sector to impact the broader public education system.

Partnership: Our success depends on collaboration with mission-aligned partners who care deeply about Washington students, families, and communities.

PERSONALITY

Student-centered: Our language and actions always reflect our commitment to improving student opportunities and outcomes by working to eliminate barriers to high-quality public education in Washington, especially for those who are systemically underserved.

Equity-focused: As allies, we recognize our privilege in this space and work to eliminate oppressive attitudes and systems.

Collaborative: We share best practices and lessons learned with transparency, to improve the broader public education system and reach more students, families, and communities.

Urgent and optimistic: We express concern about the problem, and we remain focused on the solution.

Clear: We use concise, jargon-free language, and we tell compelling stories that are rooted in accurate and understandable data.

AUDIENCES

Families: Parents, Caregivers, Students

Educators: Education Leaders, Teachers

Influencers: Policy Makers, Funders, Business Leaders, Community Leaders

Media: Traditional, Ethnic, and Digital; Local, Statewide, and National

Validators/Partners: Advocacy Groups, Community-Based Organizations

INCREASE AWARENESS AND SUPPORT

WHY

While polling shows that awareness is rising slowly statewide, we know that even where charter public schools exist, many parents are unaware they have these options. At the same time, negative national narratives and local legal challenges create perception problems among policy makers and other influencers, whose support and trust we need to foster an environment that enables a high-quality and growing network of charter public schools.

HOW

Through strategic communications, a political and legal ground game, and parent organizing, we increase and promote awareness, accurate understanding, and support of charter schools as **free, high-quality, public** school options designed to serve systemically underserved students, families, and communities.

SUPPORTING MESSAGES

- **Charter public schools are tuition-free, public schools open to *all* students.**
- Washington's charter school law is among the strongest in the nation: the National Association of Charter School Authorizers gave Washington's law a perfect score, and the National Alliance for Public Charter Schools ranked Washington's law fourth-strongest in the nation.
- Our law is designed to serve systemically underserved students. A majority of the students attending charter public schools in Washington come from low-income households, and a majority are students of color.
- Charter public schools are reaching more Washington students every year. In 2015, they served 1,100 students. In 2016-17, they served more than 1,600. By Fall of 2017, more than 2,500 students will be attending Washington's charter public schools. This translates to more than 50% growth in just two school years.
- Families want more options. Some of our schools are fully enrolled, with even more students on waitlists.
- High-quality charter public schools prepare students for college and career. Research shows that students who attend charter high schools are more likely to graduate, and get to and through from college than students who attend district schools.

SCHOOL INCUBATION

WHY

In order to reach more systemically underserved students, families, and communities, WA Charters must help develop more high-quality schools that are designed to meet the diverse needs of those who have limited access to high-quality public school options.

HOW

To reach our goal of 21 schools and 10,000 student seats created by 2021, WA Charters recruits diverse and talented leaders to found and operate schools. We offer support leading up to and beyond authorization, and we provide development and training opportunities to help schools prepare for the strongest possible launch.

SUPPORTING MESSAGES

- We believe that great schools need great leaders. We support our leaders in developing innovative school models that are rooted in proven best practices, and designed to serve the communities in greatest need.
- 100% of the independently-operated charter public schools in Washington incubated through WA Charters have been authorized.
- We partner with local universities and organizations to build pipelines of diverse school leaders that are reflective of the communities our state's charter public schools aim to serve.
- We give leaders the chance to spend time at high-performing charter schools in Washington and across the country, so they can incorporate and improve on best practices from proven models.
- We provide charter application writing support to guide school leaders on how to design responsive school models.
- Once schools are authorized, we provide trainings and coaching during their planning year to help them prepare for students, teachers, and families.

SCHOOL SERVICES

WHY

Once schools are open, WA Charters must provide them with support and resources to help them respond to an ever-changing environment and diverse student needs.

HOW

We provide all member schools supports and services to ensure they achieve excellence in major areas including: operations, academics, teacher retention, and governance. We provide technical assistance, ongoing funding opportunities, sector-wide networking and professional development opportunities, and we connect schools to high-quality vendor partners.

SUPPORTING MESSAGES

- We demand excellence of ourselves as well as our schools. We are committed to meeting or exceeding our member schools' expectations with the the range of services we offer.
- Our school support offerings are responsive to the needs of varying school types and specific regional needs of communities.
- We create collaborative groups, such as a special education collaborative, to provide schools with technical assistance.
- We offer annual peer reviews for each school site, so that leaders can learn from each other, reflect on their strengths and areas for growth, and share practices and solutions across schools.
- We host networking and recruitment events to help grow our state's charter public school network, including an annual statewide conference and teacher information and recruitment events.

APPENDIX F | ADVOCACY AGENDA

FUNDING EQUITY | Urgency: Short-term

Fund charters equitably as compared with traditional public schools, and eliminate reliance on local levies per McCleary mandate.

Rationale

Charter schools are public schools and charter school students are public school students – as such, charter students have the same state constitutional right to an amply funded basic education as do traditional public school students.

Because of the *League of Women Voters* Supreme Court decision, charter schools do not have access to local property tax levy dollars. Thus, to the extent that the state continues to rely on local levies to fund a portion of the state's basic education obligation, charter school students will be funded inequitably compared with their peers in traditional public schools.

Comments

SB 6194 (2016): "The legislature intends that state funding for charter schools be distributed equitably with state funding provided for other public schools."

SB 6195 (2016): "The state is fully committed to funding its program of basic education as defined in statute and to eliminating school district dependency on local levies for implementation of the state's program of basic education…. Legislative action shall be taken by the end of the 2017 session to eliminate school district dependency on local levies for implementation of the state's program of basic education."

See Colorado charter school funding equity bill (HB 17-1375), a first-of-its-kind bill that provides more equal distribution of local levy dollars to charter schools.

FACILITIES | Urgency: Short-term

Provide charter schools with equitable access to affordable and sustainable facility options.

Potential policy options include:

- Improve charter schools' access to existing School Construction Assistance Program (SCAP) program (or create charter-specific SCAP)
- More detailed statutory language re: right of charter school to lease or purchase unused district facilities
- Per-pupil facilities allowance (calculated via rolling formula based on total facilities costs in state over past five years)
- Requirement to provide school district space or funding
- Credit enhancement
- Charter school facility grant program (funded by bond authorization)
- Project-specific capital budget appropriations

Rationale

In WA, and across the nation, charter public schools are struggling to obtain affordable, adequate facilities for their students – facilities that are critical to ensuring student success.

While the charter school law provides charter schools with access to state funds for school construction, and gives charter schools a right of first refusal to purchase or lease a closed or unused public school facility or property, these provisions have not proved sufficient to address charter schools' facility needs.

Comments

See National Alliance of Public Charter Schools (NAPCS) model charter school law for more details re: potential facilities policies and provisions.

CAP | Urgency: Medium-term

Raise or eliminate the cap on charter schools and/or extend five-year authorizing window (cap acts as a deterrent to attracting high-quality CMO operators) – or implement "smart cap" (eliminate cap for proven schools that have demonstrated outstanding gains for students). Clarify definition of "establish" for purpose of five-year authorizing window.

Rationale

Charter school law states that, "A maximum of forty charter public schools may be established under this chapter over the five-year period commencing with April 3, 2016."

This cap, particularly the five-year authorizing window, is a barrier to attracting high-quality charter management organizations (CMOs) from out of state to come to WA (because at this point the five-year window does not provide enough time for a CMO to scale-up to the minimum number of schools necessary to sustain operations in WA).

Comments

Questions: When does this five-year window close? Does "established" mean approved for opening? Or open and operating? Is a charter school "established" when it is approved by its authorizer? Or when it executes a charter contract?

Short answers: The term "established" should be interpreted to mean approved for opening but not yet open and operating. For purposes of this question, a charter school should be considered to be "established" when its authorizer adopts a resolution approving the school's application.

PLAY DEFENSE | Urgency: Long-term

Protect intent and integrity of charter law. Avoid regulatory creep (i.e., "death by a thousand cuts").

Rationale

WA's charter school law is one of the strongest in the nation, in that it balances school-level autonomy (to provide educators with flexibility to innovate and customize learning to meet the individual needs of students) with strict accountability (via a charter contract that requires extensive oversight of a school's financial, academic, and organizational performance).

Legislative proposals that weaken the charter law (e.g., by infringing on a school's autonomy in areas such as scheduling, personnel, funding, and educational programs) can inhibit a charter school's ability to innovate to improve student outcomes and academic achievement.

Comments

E.g., see floor amendments to SB 6194 and 2015 effort to impose geographic caps on charter school authorizers.

DISTRICT AUTHORIZERS | Urgency: Long-term

Consider pursuing elimination of authorizer *application* and approval requirement for school districts. Consider pursuing policy whereby districts would merely be required to *register* as authorizers with SBE and provide information regarding their charter authorizing budget and personnel (i.e., eliminate "Mother may I?" provisions).

Rationale

District authorizer application process aims to set a high bar for school district authorizers to ensure high-quality district authorizers. But application process may deter school districts from applying to become authorizers, potentially limiting opportunities for charter-district collaboration.

Would it make sense to have less of an us-versus-them message? What is the real value of saying you will rigorously vet people who you know won't apply for the job: it is a needless barrier (and has the feel of a gratuitous insult) to what may be a small but worthwhile opportunity.

Comments

Depends in part on Supreme Court ruling (i.e., does a statewide authorizer violate uniformity clause of Constitution?).

NAPCS model charter school law requires school district boards of directors to register with the existing state entity tasked with authorizer oversight (in WA, that would be SBE) and provide information in several areas, such as their charter authorizing budget and personnel.

PERFORMANCE AUDIT REQUIREMENT — Urgency: Medium-term

Remove provision of charter school law that requires schools to contract for performance audits.

Rationale

Requirement is duplicative of existing performance framework requirements.

Comments

This provision was added as an amendment to SB 6194 during the House floor debate (proposed by Rep. Fey).

REPLICATION — Urgency: Long-term

Create expedited application process to allow high-performing schools to replicate.

Rationale

Experienced operators with a proven track record should be allowed to expand to serve more students with minimal procedural burden.

Comments

See NAPCS model charter school law provision re: differentiated renewal of charter contracts for high-performing charter schools.

PRE-K — Urgency: Medium-term

Expressly authorize charter public schools to serve pre-Kindergarten students, offering a "returning student" preference for any student matriculating into Kindergarten in the same school, and funded equitably as compared to other pre-Kindergarten programs operating in Washington.

Rationale

Research shows that high-quality pre-K programs can significantly boost young children's learning – enabling them to enter school prepared to succeed, producing learning gains that last well into the elementary grades, and potentially improving long-term life outcomes.

Comments

Current law is silent with respect to the authority to serve pre-K students.

If a charter school were to serve pre-K students under current law, there would be no mechanism to provide these students with an enrollment preference for Kindergarten.

See Bellwether Education Partners report re: pre-K and charter schools and accompanying WA state profile.

RETIREMENT — Urgency: Long-term

Allow public charter schools to opt in to the state teachers' retirement system.

Rationale

Current law requires that charter teachers participate in state system. Some charter schools have expressed a desire to offer alternative retirement plans for their employees.

Allowing charter schools to innovate around teacher retirement plans would potentially allow charter schools to help create solutions to the larger public school system's looming teacher retirement and pension system challenges.

Comments

See NAPCS model charter school law provision allowing charter school employee access to state retirement and other benefits programs, but not requiring them to particiate.

AUTHORIZER OVERSIGHT FEE — Urgency: Long-term

Consider elimination of oversight fee and instead fund authorizer with direct state budget appropriation.

Alternatively, consider deducting fee from basic education allocation, rather than from categorical funding?

Rationale

In WA, the charter law requires an authorizer oversight fee, not to exceed four percent, which is retained from each charter school's annual state funding.

Charter authorizing should be neither a financial burden nor a "cash cow" for authorizers. The funding formula should provide adequate funding for authorizers to fulfill the responsibilities of quality authorizing in accordance with the charter law, but should not give authorizers a financial incentive to pursue volume chartering at the possible expense of quality chartering.

Comments

Authorizer funding structures generally fall into three categories: fees retained from authorized schools; budget allocations from a parent organization (such as a university), and state or local budget appropriation.

Similar to the practice in 24 states, the NAPCS model law allows an authorizer to retain a percentage of revenue from each school it charters.

SINGLE-SEX CHARTER SCHOOLS — Urgency: Long-term

Consider allowing charter schools to operate all-boys and/or all-girls schools.

Rationale

While several prospective operators have expressed interest in operating single-sex charter schools, and single-sex charter schools are permissible under federal law, current state law prohibits providing any course, program, or activity separately based on sex.

Comments

WA's state constitution has an Equal Rights Amendment (Article XXXI) that provides that "equality of rights and responsibility under the law shall not be denied or abridged on account of sex."

WA public school law also contains specific prohibitions on single-sex courses, programs, or activities (RCW 28A.640.020 and WAC 392-190-050).

The charter law states that "a charter school may not limit admission on any basis other than age group, grade level, or capacity." RCW 28A.710.050(1).

TECHNICAL FIXES

- Clarify that public charter schools must adhere to Generally Accepted Accounting Principles as defined by the Financial Accounting Standards Board.
- Clarify that authorizers may receive grants or other charitable donations.
- Align automatic closure provisions with the state's current achievement index accountability system.
- Clarify appointment responsibilities as it relates to the State Charter Commission.
- Clarify that each school's authorizer is responsible for approving any enrollment preferences for at-risk students.
- Provide statutory authority for the State Forecast Council to forecast anticipated charter enrollment in the state.
- Clarify whether a single Charter Management Organization (CMO) may serve as a School Food Authority (SFA) for multiple schools within the CMO network.

APPENDIX G | INDICATORS

Over the next five years, we will use the following indicators to track our progress toward our outcome goals.

GOAL 1 INDICATORS

Outcome: There is a healthy policy and legal environment in which charters can thrive and grow

	INDICATORS	2017	2018	2019	2020	2021
1	% of charter parents participating across regions with operating charters	2% of parents are actively engaged per region	3% of parents are actively engaged per region	4% of parents are actively engaged per region	5% of parents are actively engaged per region	6% of parents are actively engaged per region
2	% of partnerships with CBO's	3-5 formalized CBO partnerships	6-10 formalized CBO partnerships	9-15 formalized CBO partnerships	12-18 formalized CBO partnerships	15-21 formalized CBO partnerships
3	% of accurate and positive coverage	Maintain 65% positive and accurate coverage	Maintain 67.5% positive and accurate coverage	Maintain 70% positive and accurate coverage	Maintain 72.5% positive and accurate coverage	Maintain 75% positive and accurate coverage
4	% of statewide accurate understanding that charter schools are free *	43% accurate understanding that charter schools are free	45% accurate understanding that charter schools are free	47% accurate understanding that charter schools are free	49% accurate understanding that charter schools are free	51% accurate understanding that charter schools are free
5	% of statewide accurate understanding that charter schools serve all students *	48% accurate understanding that charter schools serve all students	50% accurate understanding that charter schools serve all students	52% accurate understanding that charter schools serve all students	54% accurate understanding that charter schools serve all students	56% accurate understanding that charter schools serve all students
6	% of statewide accurate understanding that charter schools serve special ed students *	33% accurate understanding that charter schools serve special ed students	35% accurate understanding that charter schools serve special ed students	37% accurate understanding that charter schools serve special ed students	39% accurate understanding that charter schools serve special ed students	41% accurate understanding that charter schools serve special ed students
7	# of WA Charters followers	Growth of social media followers by at least 1%	Growth of social media followers by at least 1%	Growth of social media followers by at least 1%	Growth of social media followers by at least 1%	Growth of social media followers by at least 1%
8	Uphold charter law	Trial Court upholds charter law	Appeals Court upholds charter law	Supreme Court upholds charter law	Effectively navigate potential future legal claims	Effectively navigate potential future legal claims
9	Champion pro-charter policy and legislation	Charters receive equitable basic ed funding	Charters schools experience equitable increase in basic ed funding	Charter schools experience equitable increase in basic ed funding	Charter schools experience equitable increase in basic ed funding	Charter schools experience equitable increase in basic ed funding
10	Charter champions demonstrate public support	At least six op-eds by legislative, parent, and business champions	At least six op-eds by legislative, parent, and business champions	At least six op-eds by legislative, parent, and business champions	At least six op-eds by legislative, parent, and business champions	At least six op-eds by legislative, parent, and business champions

* Percentages based on most recent statewide poll (March 2015): 43% understand that charters are "free"; 48% understand they are "open to all"; and 33% understand they "serve special ed students".

GOAL 2 INDICATORS

Outcome: At least 21 high-quality schools are open across Washington, with a mix of CMOs and independent charters

	Indicators	2017	2018	2019	2020	2021
1	# of independent charter schools	5 independent charter schools	7 independent charter schools	10 independent charter schools	12 independent charter schools	14 independent charter schools
2	# of CMOs	6 CMO-led schools	6 CMO-led schools	6-7 CMO-led schools	6-8 CMO-led schools	6-8 CMO-led schools
3	# of independent schools replicate and expand		1 independent charter school expansion	1-2 independent charter school expansion or replication	1-2 independent charter school expansion or replication	1-2 independent charter school expansion or replication
4	# of leaders of color	1-2 leaders of color	2-3 leaders of color	3-4 leaders of color	4-5 leaders of color	5-6 leaders of color
5	% in Central or Eastern WA	33% schools in Central or Eastern WA	33% schools in Central or Eastern WA	40% schools in Central or Eastern WA	40% schools in Central or Eastern WA	40% schools in Central or Eastern WA
6	% in Western WA	67% schools in Western WA	67% schools in Western WA	60% schools in Western WA	60% schools in Western WA	60% schools in Western WA
7	% urban communities	90% schools in urban communities	80% schools in urban communities	75% schools in urban communities	75% schools in urban communities	75% schools in urban communities
8	% in rural communities	10% schools in rural communities	20% schools in rural communities	25% schools in rural communities	25% schools in rural communities	25% schools in rural communities
9	Develop analysis of grantmaking effectiveness twice annually	Developed	Developed	Developed	Developed	Developed

GOAL 3 INDICATORS

Outcome: Charter public schools outperform local district averages and are considered high-quality by a range of metrics.

	Indicators	2017	2018	2019	2020	2021
1	% of charters that are fully enrolled	80% of schools are at their chartered enrollment	85% of schools are at their chartered enrollment	90% of schools are at their chartered enrollment	95% of schools are at their chartered enrollment	100% of schools are at their chartered enrollment
2	% of FRL students served in charters	80% of schools serve FRL population of 50% or higher, or higher than their local district	85% of schools serve FRL population of 50% or higher, or higher than their local district	90% of schools serve FRL population of 50% or higher, or higher than their local district	95% of schools serve FRL population of 50% or higher, or higher than their local district	100% of schools serve FRL population of 50% or higher, or higher than their local district
3	% of students with IEPs served in charters	80% of schools serve a larger special	85% of schools serve a larger special	90% of schools serve a larger special	95% of schools serve a larger special	100% of schools serve a larger special

		education population than their local district	education population than their local district	education population than their local district	education population than their local district	education population than their local district
	Indicators	**2017**	**2018**	**2019**	**2020**	**2021**
4	% of students suspended and expelled in charters	80% of schools suspend and expel students at lower rates than their local district	85% of schools suspend and expel students at lower rates than their local district	90% of schools suspend and expel students at lower rates than their local district	95% of schools suspend and expel students at lower rates than their local district	100% of schools suspend and expel students at lower rates than their local district
5	% of charters meeting benchmarks on authorizer's Academic, Organizational, and Financial Performance frameworks	80% of schools receive "Meets Benchmarks" on all three performance frameworks	85% of schools receive "Meets Benchmarks" on all three performance frameworks	90% of schools receive "Meets Benchmarks" on all three performance frameworks	95% of schools receive "Meets Benchmarks" on all three performance frameworks	100% of schools receive "Meets Benchmarks" on all three performance frameworks
6	Communications strategy developed and revised annually	Developed	Revised	Revised	Revised	Revised
7	Enrollment analysis developed twice annually	Developed	Developed	Developed	Developed	Developed

GOAL 4 INDICATORS

Outcomes: Schools and families are satisfied with the support they get from WA Charters; organization and board structure provide clear roles and responsibilities supporting strategic plan goals.

	Indicators	**2017**	**2018**	**2019**	**2020**	**2021**
1	% member school satisfaction	78% member schools report satisfaction with WA Charters support and services	81% member schools report satisfaction with WA Charters support and services	84% member schools report satisfaction with WA Charters support and services	87% member schools report satisfaction with WA Charters support and services	90% member schools report satisfaction with WA Charters support and services
2	% community partner satisfaction	78% community partners report satisfaction with WA Charters support and services	81% community partners report satisfaction with WA Charters support and services	84% community partners report satisfaction with WA Charters support and services	87% community partners report satisfaction with WA Charters support and services	90% community partners report satisfaction with WA Charters support and services
3	% participating family satisfaction	78% participating families report satisfaction with WA Charters support and services	81% participating families report satisfaction with WA Charters support and services	84% participating families report satisfaction with WA Charters support and services	87% participating families report satisfaction with WA Charters support and services	90% participating families report satisfaction with WA Charters support and services
4	% member school participation in Member Council	100% member schools actively participate in Member Council	100% member schools actively participate in Member Council	100% member schools actively participate in Member Council	100% member schools actively participate in Member Council	100% member schools actively participate in Member Council

	Indicators	2017	2018	2019	2020	2021
5	% staff who are women and people of color	At least 50% are women and at least 50% are people of color	At least 50% are women and at least 50% are people of color	At least 50% are women and at least 50% are people of color	At least 50% are women and at least 50% are people of color	At least 50% are women and at least 50% are people of color
6	% staff completion of annual professional development (PD)	100% percent of staff identify and complete an annual PD goal	100% percent of staff identify and complete an annual PD goal	100% percent of staff identify and complete an annual PD goal	100% percent of staff identify and complete an annual PD goal	100% percent of staff identify and complete an annual PD goal
7	Develop, implement, and annually revise annual staff survey	Developed and implemented	Implemented and revised	Implemented and revised	Implemented and revised	Implemented and revised
8	Develop, implement, and annually revise DEI strategy	Developed	Implemented and revised	Implemented and revised	Implemented and revised	Implemented and revised
9	Develop, implement, and annually revise fund development strategy	Developed	Implemented and revised	Implemented and revised	Implemented and revised	Implemented and revised
10	% staff who report workplace culture reflects organizational values	85% staff report workplace culture reflects org values	90% staff report workplace culture reflects org values	More than 90% staff report workplace culture reflects org values	More than 90% staff report workplace culture reflects org values	100% staff report workplace culture reflects org values
11	% staff satisfaction	85% staff report being highly satisfied	90% staff report being highly satisfied	More than 90% staff report being highly satisfied	More than 90% staff report being highly satisfied	100% staff report being highly satisfied
12	% staff retention	At least 90% staff retention	At least 90% staff retention	At least 90% staff retention	At least 90% staff retention	At least 90% staff retention
13	Percentile in nonprofit salaries and benefits package	100% of staff positions rank in top 10% of nonprofit salaries and benefits in Seattle, WA	100% of staff positions rank in top 10% of nonprofit salaries and benefits in Seattle, WA	100% of staff positions rank in top 10% of nonprofit salaries and benefits in Seattle, WA	100% of staff positions rank in top 10% of nonprofit salaries and benefits in Seattle, WA	100% of staff positions rank in top 10% of nonprofit salaries and benefits in Seattle, WA
14	Diversity of WA Charters board of directors	Board composition is reflective of students of color served by WA charter schools (e.g. 50% female, >50% POC, 80% Western WA, 20% Eastern WA)	Board composition is reflective of students of color served by WA charter schools (e.g. 50% female, XX% POC, XX% Western/Eastern WA)	Board composition is reflective of students of color served by WA charter schools (e.g. 50% female, XX% POC, XX% Western/Eastern WA)	Board composition is reflective of students of color served by WA charter schools (e.g. 50% female, XX% POC, XX% Western/Eastern WA)	Board composition is reflective of students of color served by WA charter schools (e.g. 50% female, XX% POC, XX% Western/Eastern WA)
15	Expertise of board members	Board offers 100% of skills to govern effectively	Board offers 100% of skills to govern effectively	Board offers 100% of skills to govern effectively	Board offers 100% of skills to govern effectively	Board offers 100% of skills to govern effectively

	Indicators	2017	2018	2019	2020	2021
16	Board engagement	100% of board will attend 75% of board meetings, one board retreat, and at least one charter school event annually	100% of board will attend 75% of board meetings, one board retreat, and at least one charter school event annually	100% of board will attend 75% of board meetings, one board retreat, and at least one charter school event annually	100% of board will attend 75% of board meetings, one board retreat, and at least one charter school event annually	100% of board will attend 75% of board meetings, one board retreat, and at least one charter school event annually
	Develop, implement, and annually revise board development plan	Developed	Iterated and revised	Iterated and revised	Iterated and revised	Iterated and revised
17	Dollars raised (based on 5 yr goal of $35M)	100% board participation in meeting annual revenue goal	100% board participation in meeting annual revenue goal	100% board participation in meeting annual revenue goal	100% board participation in meeting annual revenue goal	100% board participation in meeting annual revenue goal
18	Annual Audit	Clean annual audit	Clean annual audit	Clean annual audit	Clean annual audit	Clean annual audit

APPENDIX H | GRANTMAKING ANALYSIS

GRANTMAKING APPROACH

WA Charters grantmaking is critical to sector growth. Our grantmaking is intended primarily to fund the infrastructure and personnel needed to start a new school and to be aligned with in-kind technical assistance to set schools up from the get-go to be on a pathway toward self-sustainability. WA Charters is not intended to be the sole funder for all charter public schools in Washington in perpetuity, and given the current state policy landscape for funding, specifically, lack of access to levy funds, charter public schools will need to have self-sustaining fundraising capacity to meet the needs of their students over the long-term. We recognize that facilities funding remains a critical need in our sector and one of the primary funding challenges that new charter public schools face; thus, we proactively partner with Washington Charter School Development during the School Leadership Program to ensure the new charter school leaders are supported with facilities funding.

New charter startup public schools apply twice for grants to WA Charters: once for planning and implementation and once for growth grants. As stated in our 2017-2021 strategic plan, WA Charters is in the process of analyzing the opportunities for and barriers to transparent, multi-year grant pathways for new charter public schools. We recognize that a single application would lighten the up-front administrative load for busy school operators, focused on operating high-quality schools, and promotes transparency about the awards schools can receive and the criteria necessary to receive them; however, it should be noted that currently, WA Charters does not hold enough funds in our startup fund to support a binding commitment to one grant for a full four-year grant pathway to each school. All granting to schools is meant to be a catalyst to schools' self-sustainability.

Grant types and award levels are based on national comps for planning and implementation support for new charter public schools, learnings from the Washington state charter sector, and calculations of what schools need to reach full enrollment and receive full per-pupil funding (BEA and categorical).

WA CHARTERS GRANTS VS. NATIONAL COMPS

As schools move through the four-year grant pathway from planning year to their second-year operation, full school awards total between [redacted], surpassing averages for new charter public school startup awards nationally:

- **The Walton Family Foundation**, a national charter school funder, makes grants ranging from $100,000-325,000 for schools in their planning year through their first year of operation.
- **New Schools Venture Fund**, another national charter funder, makes grants to schools that range from $100,000-200,000 for the planning year, and grants an average of $400,000 to support schools in the months leading up to launch and through their second year of operation.
- **The federal Charter School Program (CSP)** awarded five of Washington's independent charter schools, Excel, Rainier Prep, PRIDE, SOAR, and Willow, an average of [redacted] for their planning years and [redacted] for years one and two of operation.

Start-Up Awards for New Independent Charter Schools

Grantor	WA Charters	Walton Family Foundation	New Schools Venture Fund	Charter School Program Grant
Average Award	[redacted]			
Number of Years Funded				

REPLICATION OR EXPANSION GRANT PATHWAY

A new addition to our school startup fund grantmaking is our replication or expansion pathway for schools. Replication and expansion grants are awarded to existing operators based on several criteria: a commitment to serving a systemically underserved population, full enrollment and additional demand at their currently operating school, a viable long-term financial plan that supports multiple school sites, an identified school leader to launch the new site, and at least two years of evidence of strong student performance results at their currently operating school.

WA Charters defines a:

- **Replication grant** as a grant to a new school opened by an existing operator that offers the same school model and serves the same grades as a currently operating school. Replication grants support personnel and programmatic costs related to opening a new school. For instance, a team operating a K-5 STEM school seeking to open another K-5 STEM school would be awarded a replication grant. Consistent with our overall granting approach, WA Charters does not intend for grants to be used for costs related to facilities leasing or acquisition.
- **Expansion grant** as a new school opened by an existing charter operator to serve grades beyond their originally chartered grades. For instance, a team operating a K-8 school seeking to start a 9-12 school would be awarded an expansion grant. Expansion, per our granting, is not defined as the addition of more seats to already chartered grades for currently operating schools. Like its granting for replications, WA Charters expects its grants to expansions to support costs related to personnel and program. Consistent with our overall granting approach, WA Charters does not intend for grants to be used for costs related to facilities leasing or acquisition.

The replication or expansion pathway is three years and provides lower granting amounts at each grant type than grants to new charter startup public schools. Grant amounts for replication or expansion were developed with the expectation that expanding or replicating schools will benefit from economies of scale and will only be expanding or replicating if they have solid and sustainable funding sources. Thus, under the expectation that schools will have sustaining funding opportunities in place, we anticipate that funds from WA Charters, rather than providing full funding for new charter startup public schools, will provide incentive funding for successful charter public schools to leverage other private philanthropic sources as they grow.

ANALYSIS BY GRANT TYPE

Below are the assumptions that inform each grant type and our current commitments for new school and schools that are replicating and expanding. WA Charters sees the pool of dollars granted to schools as dynamic and expects that it will be reconfigured based on shifts in the public funding landscape and new learnings about schools' needs. We also anticipate that the assumptions outlined below may change based on additional information from a comprehensive sector-wide budget analysis being completed by Third Sector Intelligence (3SI).

PLANNING AND IMPLEMENTATION GRANTS - [redacted]

Planning and implementation grants are 2-year grants that support planning-year and first-year operations for new charter startup public schools. Offering new charter startup public school operators the same amount to start their schools is aligned to WA Charters' values of school model agnosticism and fiscal responsibility. WA Charters supports a range of school models, with the primary grant criteria that schools serve students that have been systemically underserved, evidenced by a student population in which at least 50 percent qualify for Free or Reduced Priced Lunch.

To control for a variety of school types and programs, WA Charters provides a predictable start-up grant amount for recipients to consider when developing their budgets. Schools can vary widely in the public revenue they receive, based on their size and location. For example, school enhancements and regionalization factors for teachers' salaries provide additional public dollars for schools that serve a small number of students and those located in particular areas.

- **Year 1 grants of** [redacted] are made to newly authorized charter schools that embark on a planning year prior to opening their doors to students based on the assumption that at least two founders' salaries can be supported through this amount. Typically, schools have an instructional leader and an operations or

community engagement leader that prepare for the school's launch during the planning year. This grant is also often used to fund events and efforts related to student and staff recruitment.

- **Year 2 grants of** [redacted] are made to schools in year one of operation. There are many fixed, one-time start-up costs, such as office equipment, associated with new school opening. Most charter public schools begin with one or two grades, so they do not benefit from all the per-pupil revenue upon which a complete, high-quality program is built. This grant helps schools implement their programs as they work toward reaching full, chartered enrollment.

PLANNING AND IMPLEMENTATION GRANTS FOR REPLICATION OR EXPANSIONS - $400,000

As outlined above, WA Charters invests in high-performing teams that have a track record of running successful schools to replicate their models or expand their current programs through our replication and expansion grant pathway. Operators seeking to open new sites must demonstrate that their first site is financially viable and they are able to run a fiscally sound program at their new sites. Expansions and replications are expected to benefit from economies of scale, share roles across multiple schools, and can leverage WA Charters investments to raise additional private funding. Thus, these grants are slightly smaller.

- **Year 1 grants of** [redacted] are made to authorized expansions and replications that embark on a planning year prior to opening their doors to students. This amount meant to fund the salary of the new school's principal, who will be supported by the engagement and operations leaders from the first site to ready the school for opening.
- **Year 2 grants of** [redacted] are made to schools in year one of operation to fund one-time school-specific start-up costs, as schools are not yet at scale. Second sites are expected to have lower costs related to the instructional program and school culture because they are replicating many of the practices of the first school.

GROWTH GRANTS FOR NEW CHARTER STARTUP PUBLIC SCHOOLS - [redacted]

Growth grants are two-year grants that provide funding support for schools in years two and three of operation. Growth Grants were originally offered as a backfill for local levy dollars that charter public schools had anticipated receiving but lost access to under the new charter legislation SB6194. Since the initial round of growth grants was given to those schools that had anticipated local levies, WA Charters has continued to award growth grants, but their purpose has shifted. In recognition of the fact that schools are still in start-up mode and growing to scale in years two and three of operation, WA Charters now commits growth grants at a per-pupil dollar amount to new schools in years two and three of operation.

While growth grants don't reach per-pupil parity for charters in comparison to their district peers, the per-pupil growth grant amounts seek to provide an enhancement to the amount schools receive for each enrolled student. McCleary legislation was passed in 2017 to increase the per-pupil Basic Education Allocation (BEA) to reduce districts' reliance on local levies. With an anticipated gradual increase to the BEA and recognition that, on average, schools across the sector will reach scale by year four or five of operation, WA Charters has implemented a gradual step-down of growth grant amounts.

Growth Grant Step-Down Compared to State Funding

	WA Charters Year 1 Growth / Year 2 Growth	Anticipated Average BEA *
2016-2017	[redacted]	
2017-2018		
2018-2019		
2019-2020		
2020-2021		

*Average includes categorical funding (SpEd, LAP, TBIP, HiCap, Transportation)

We recognize that despite the McCleary fix, there will remain a gap between traditional public-school funding and funding available to charter public schools. As we noted at the beginning of this analysis, WA Charters does not see itself as the sole funder in perpetuity for charter public schools, rather, we see our funding as a catalyst toward self-sustainability. Our funding helps jump-start charter public schools by providing funding to help bridge a part of the funding gap.

The growth grant recipients have been successful to date, and are operationally viable for the near future. The per FTE funding structure of our growth grants is meant to incentivize schools to maintain robust enrollment to earn the maximum award offered, and, to date, growth grant recipients all currently have strong student demand. All our growth grant recipients currently have student waitlists. This data gives us some confidence that growth grant amounts are sufficient for the sector in the near-term, and we are curious about the potential correlation between per-pupil funding of the growth grant and schools' enrollment success. The per-pupil funding structure of our growth grants is meant to incentivize schools to maintain robust enrollment to earn the maximum award offered. We also know that we only have one year of data and our charter public school grantees have been undergoing extraordinary circumstances; thus, we will work to continue regular analysis and iteration of our strategy in tandem with new national research and expertise from our key stakeholders.

GROWTH GRANTS FOR REPLICATIONS AND EXPANSIONS - $1000 PER STUDENT

As outlined above, the growth grant for replications and expansions is a one-year grant meant to provide additional support to replicating or expanding schools in their second year of operation. A school should not be approved to replicate or expand unless it has a clear and efficient path to sustainability for its additional site. WA Charters expects replications and expansions to reach sustainability faster, and that funding will act as leverage for other private philanthropic investments, as comprehensive fundraising and reserve-building are required of the origin school in order to be successful in replication and expansion.

TRANSFORMATION AND SUPPORT GRANTS

Transformation and support grants are designed to be responsive to schools that face unique circumstances that warrant additional support. A school must present a clear plan for addressing the challenge and provide evidence of capacity to implement the plan. To date, WA Charters has given one transformation and support grant and the amount was determined relative to a budget shortfall that the school was experiencing due to a leadership transition and a higher-need student population than anticipated. WA Charters has built an allowance into the school pool fund to be used for transformation and support grants. (Please note that funds from this grant will not be used for the transformation and support allowance outlined in the startup fund forecast, attached.)

WHAT WE'VE LEARNED

STRATEGIC GRANTMAKING MUST BE MADE ALONGSIDE ROBUST TECHNICAL ASSISTANCE

While WA Charters provides critical start-up and operations dollars to new charter public schools, it is also responsible for providing sector-wide communications and legal and legislative advocacy that lays the groundwork for a fertile school start-up environment. Furthermore, the school-based governance, special education, and operations technical assistance and trainings WA Charters provides are necessary for running a strong school and nonprofit entity, and WA Charters supports schools in recruiting great teachers, which are a key lever in school success. These resources are necessary to create a sector of supported, staffed schools that are prepared to take on the instructional and operational challenges of running a great school; without robust technical assistance, schools would not be able to start, grow, or thrive as demanded in our grant agreements and by our goals for the sector.

THE FIRST SCHOOLS THAT OPENED IN THE SECTOR ARE UNIQUE, AND THEIR SUCCESS IS CRITICAL

Our first cohort of schools opened and operated under a series of extraordinary circumstances, unlike any in any charter sector anywhere. In a nascent sector that is still under a legal challenge, their role as proof-points for what is possible through charter schools is critical. When the charter law was overturned, school pool funds were put towards one-time Bridge Grants for these schools to account for public dollars lost due to the legal decision. While they did receive federal Charter School Program Grant dollars, the initial cohort of independent schools has not been able to access funding provided through national funders such as New Schools Venture Fund and Charter School Growth Fund, who have only recently begun to invest in Washington's newest charters. WA Charters recognizes that our first cohort of schools required additional dollars to overcome the unique challenges of the

sector and to get on the path to sustainability and that they will most likely receive more WA Charters funding than their peers. Thus, on average, our first cohort of schools was granted [redacted], while we forecast a more modest [redacted] going forward.

FIXED AND PER-PUPIL GRANT AMOUNTS ALLOW FOR FAIR AND DIFFERENTIATED GRANTMAKING

Fixed amounts for planning and implementation grants allow all operators to get off to a strong start, do not show preference one model type over another, and encourage realistic financial modeling. Per-pupil growth grants provide funding commensurate with student enrollment, allowing schools to receive the dollars needed to serve the students that they have in place. As the McCleary fix ramps up for charter public schools, the need for private dollars will decrease; however, there remain two gaps for schools: levy funds still create imbalance between traditional public schools and charter public schools, and their remains a gap year between when growth grants for our current cohort end and when McCleary has not yet taken effect. We are evaluating the possibility of a third year of growth grants for our current cohort of schools and working to understand the intersection of school fundraising responsibility, WA Charters startup funding, and per-pupil support.

SCHOOLS ARE DYNAMIC; WE MUST BE FLEXIBLE WITH STARTUP FUNDS

We have built in an allowance to account for future transformation and Support Grants and other circumstances that warrant responsive funding. School needs are unique and have unique challenges, especially in our nascent structure: Excel joined the Green Dot network after a leadership transition and financial struggles; SOAR needed financial support after a leadership transition and the enrollment of a high-needs student population; Willow couldn't find a facility and required an additional planning year, borrowing funds from their growth grants to fund it. Thus, we have allowed for flexibility beyond our current commitment of growth grants to PRIDE, SIA, Rainier Prep, and SOAR; planning and implementation grants to Willow and Impact 1; and a transformation and support grant to SOAR. The allowance in the startup fund allows us to respond to these unique needs and make strategic shifts to grant amounts as our data set and experience grows.

APPENDIX I | TEACH FOR AMERICA (TFA) PARTNERSHIP

PROJECT

Title: Teacher Leader Pipeline Partnership

Vision: Diverse, well-supported, and effective educators, school leaders, and advocates around the state of Washington leading to a stable and growing charter sector.

THE NEED

In 2015, of the students that enrolled in Washington's inaugural charter class, 70 percent were students of color and two-thirds qualified for free or reduced-price lunch, a national indicator of poverty. Thirty-nine percent of founding charter school staff were people of color, over three times the state average. The demographic disproportionality between students being served and who was serving them was striking.

In 2015-2016, 2,445 new teachers completed preparation programs in Washington. Of that number, less than 20 percent, or 489, new teachers identified as people of color. According to the Professional Educators Standards Board, they have seen little upward trend in teacher diversity rates in educator preparation pathways over time. Since nearly 45 percent of students statewide identify as people of color, our teacher workforce is far from representing the student populations served.

Over the course of two years, we estimate charter public schools will require a total of 310-333 teachers based on a calculation of roughly 14 students per teacher and our goal of 4,500 students enrolled by the 2019-2020 school year. This represents growth of approximately 130 teachers over the two-year period. If we were to recruit solely teachers of color, the charter public school sector would need to successfully recruit 13 percent of all new teachers of color in Washington per year, hugely disproportionate to the percentage of total students our sector serves in the state (.4 percent). Although we recognize that charter public schools will be recruiting both new and experienced teachers, this calculation shows the size of the challenge ahead of us, and the need to partner with diverse teacher pipelines, such as Teach For America.

We see the need for a comprehensive strategy to target the issue of disproportionality between students of color and the people who lead and teach them to achieve our mission and provide high-quality public-school options to systemically underserved communities. We propose to build and sustain a partnership with Teach For America (TFA) Washington, a mission-aligned organization that recruits and supports teachers of color and teachers who are first-generation college-goers.

THE OPPORTUNITY

Teach For America (TFA) – Washington is one of the most diverse teacher pipelines in the state and has been since 2011. For the past six years, nearly 43 percent of TFA - Washington teachers have identified as teachers of color. In the current cohort of 2016 and 2017 corps members, 43 percent of teachers identify as people of color, 49 percent grew up in low-income communities, and 30 percent are themselves first-generation college students. This ability to relate to students, to serve as role models, and to understand first-hand the myriad challenges facing the students served in our charter public schools is paramount in achieving our vision of academic and social growth.

PROJECT OVERVIEW

Form a 24-month partnership between TFA and WA Charters, leveraging resources on both sides to:

- Drive diverse charter sector teacher pool.
- Provide increased opportunities for charter sector leadership development.
- Provide a wide pool of potential and promising champions for the charter sector.
- Build up a strong and flexible partnership that leverages resources toward a shared vision of high-quality education for all students.

STRATEGIC ALIGNMENTS

WA Charters and TFA have many strategic alignments and complimentary organizational strengths that create the opportunity for strong and sustained partnership:

Alignment	WA Charters	Teach for America
Vision and Mission	All students deserve high-quality public-school options that meet their needs and prepare them to achieve success in college, career, and life.	TFA will fuel a collaborative movement that will end education inequity in Washington State.
Advocacy and Mobilization	Grow charter public school support and awareness; build coalitions with mission-aligned partners; and reach key influencers with strategic communications.	Mobilize alumni; create a strong alumni community with the ability to learn, lead, and advocate.
Professional Development + Educator Recruitment	Provide supports to ensure high-quality charter public schools; provide sector-wide networking and professional development opportunities.	Regular training and coaching PLCs for teachers across the state; expertise in educator recruitment events for TFA alumni.
Leadership Development	Incubate diverse leaders to open independent charter schools; train school teams for strong launches.	Confirm, retain, onboard, and place diverse leaders; identify and access pathways to leadership for teachers.
Collaborative Culture	Goals depend on strategic collaboration with mission-aligned partners who care deeply about Washington students, families, and communities.	Create deep partnerships with mission/vision-aligned organizations around common equity goals.

PARTNERSHIP ELEMENTS

Our partnership will build up high-quality educational opportunities for all students will begin with three essential bodies of work, outlined below. In addition to these bodies of work, we will build up a strong and flexible partnership that will leverage TFA-Washington resources, expertise, and networks to support our mutual goals and provide strong and ongoing educator and advocacy support to the charter sector in Washington state.

TEACHER RECRUITMENT

Current state (2017): About 20 percent of TFA corps members teach in charter schools in Washington state

Potential growth:

- Move into a more intentional relationship with a goal of 28 percent of corps members placed in charters annually.
- Co-host three educator/alumni events to incentivize interest in charter schools, with a focus on alumni of color; complete an annual review of event outcomes and prioritize best practices.
- Engage with alumni activities strategically to attract TFA alumni to the charter sector as teachers and leaders.

Outputs:

- Goal of 28 percent of corps members hired in charter public schools in Washington by 2019-2020 school year.
- Local engagement events result in attendance of at least 50 people per event.
- The pool of potential recruits will reflect the communities we serve, including strong representation of teachers of color, teachers who grew up in low-income communities, and teachers who are first-generation college graduates.

Outcomes: We anticipate that intentional recruitment partnership will result in strong pool of new hires annually for charter public schools, with over-representation of diverse candidates versus state or district averages.

LEADERSHIP DEVELOPMENT

Current state (2017): No formal engagement with one another's trainings, professional development, or PLCs.

Potential growth:

- Build up leadership capacity within the charter sector through partnership in existing professional development opportunities.
- Provide opportunities to network and connect with the larger education sector.

Outputs:

- Open TFA trainings and offerings to charter educators and partners, increasing high-quality professional development offerings provided to WA Charters members.
- Intentionally align annual TFA and WA Charters professional development offerings to mutually benefit TFA educators and WA Charters members.

Outcomes: 50 percent increase in number of high-quality professional development offerings provided to WA Charters members; sustained networking and professional development opportunities available for WA Charters members.

ALUMNI AWARENESS AND ENGAGEMENT

Current state (2017): Loose, decentralized engagement of TFA alumni – many of whom have taught at charter schools in other states – in the Washington charter sector.

Potential growth: Engage TFA alumni in charter sector awareness, issue education, and board recruitment activities. Potential awareness offerings might include Charter 101 trainings and a history of the legal educational landscape in Washington state. Board recruitment activities might include representation at existing board training events with TFA alumni and regular engagement and touch points with TFA alumni leadership.

Outputs:

- Co-host 1-2 events annually around charter awareness and board leadership.
- Quarterly engagement with TFA alumni.
- Pre-post survey (annual) shows strong, accurate, positive awareness growing or maintaining over the course of the partnership

Outcomes: We anticipate this set of activities will result in an increased network of champions for the charter sector, a willing pool of potential advocates, and up to 15 TFA alumni recruited for charter school board over the course of a two-year period.

APPENDIX J | SECTOR QUALITY INDICATORS

WA Charters seeks to be intentional in the data that we collect from schools, so as to not put an undue, duplicative reporting burden on them. We collect data that indicates a member school's alignment to our organizational core values, the intent of the Washington state charter school law, and what research indicates is best for students. Although there are a number of existing metrics and frameworks that measure the academic, organizational, and financial health of schools, most of the existing indicators are lagging, and make it difficult for WA Charters to provide on-demand, real-time intervention supports to schools that show signs of struggling.

We believe the metrics we've chosen – the Authorizer's performance frameworks – are exceptionally robust indicators of quality. With the addition of student discipline data, these metrics will capture a reasonable overall assessment of our schools' quality – without imposing additional reporting requirements on our schools.

SECTOR QUALITY INDICATORS[3]

Any schools that do not meet the following quality benchmarks will receive technical assistance from WA Charters to assist in increasing their performance.

Indicator – Metric	Type	Stakeholder	Measurement Instrument
Student Enrollment: 100% of chartered enrollment *(single most important quality indicator)*	Leading	School	Monthly P-223 Reports
FRL Percentage: 50% *(or higher than local district, whichever is greater)*	Leading	School	Monthly Apportionment Reports (LAP District Poverty percent)
SpEd Percentage: At or above local district	Leading	School	Monthly P-223H Reports
Staff Retention (POC): At or above state average	Leading	School	Various: Annual Member Survey; monthly visits to schools by TMC; Authorizer; Quarterly Notification Reports
Student Discipline: Below local district	Lagging	School	OSPI Annual Weapons and Behavior Reporting; TMC Data Collection
Student Achievement, Organizational, and Financial Health: "Meets"authorizer framework standard	Lagging	School	Authorizer Performance Frameworks

[3] *Sources consulted:* We reviewed strategic planning documents and school quality goals from both the Colorado League of Charter Schools and the Illinois Network of Charter Schools (INCS). Information from Colorado and Illinois is available upon request.

APPENDIX K | WA CHARTERS TECHNICAL ASSISTANCE AND SUPPORT

SECTOR SUPPORT

Sector-wide Communications

- Quarterly Newsletter
- WA Charters blog, website, social media (digital media)
- Placements in media outlets
- Awareness and crisis communications

Sector-wide Policy and Advocacy

- Legal
- Legislative
- Sector data collection

Sector-wide Community Engagement

- Parent organizing and legislator visits
- CBO relationship-building in new regions
- Parent leadership development

Sector-wide Networking and Collaboration

- Annual conference
- Peer reviews
- Member Council
- Quarterly Stakeholder meetings

LEADER PIPELINE BUILDING AND APPLICATION SUPPORT

School Leadership Program

Leader Pipeline Building

- Partnership with School Foundry and local universities
- Aspiring Leaders/ School Startup Sessions

Application Support

- Charter 101 and RFP webinars and workshops
- A la carte application coaching for non-incubatees

PLANNING AND OPERATING SCHOOL SUPPORT

Start-Up Support

- Strong Start
- New Schools Venture Fund webinars

Governance/Fundraising

- OPMA / PRA trainings
- Equity-driven decision making/ DEI
- Fundraising
- Board best practices

Operations

- Weekly Strong Start Bulletin
- Operations collaborative and listserv
- Templates and guide resource bank
- Vendor directory
- On-site back-office support

Communications

- Media training
- Crisis communications coaching and messaging

Community Engagement

- Community Engagement staff PLC
- PALS and LOOP newsletter
- CBO tabling/ events sponsorship
- Student recruitment coaching

Compliance

- On-demand regulatory guidance
- Monthly Commission updates
- Annual compliance calendar

Culture/DEI

- Culturally responsive teaching trainings
- Cultural humility trainings (TMC)

Data-Driven Practices

- Interim Assessment Consortium
- Special Education
- True Measure Collaborative (TMC)

Teacher Recruitment

- TFA partnership / Educators Night and future events
- Job fair table sponsorship
- WA Charters resume collection and job board
- Targeted presentations (e.g. Martinez Fellows)

Responsive Professional Development

- GLAD Trainings (TMC)
- Universal Design for Learning Trainings
- Regional truancy board development

APPENDIX L | EXISTING INTERNAL AND EXTERNAL SCHOOL QUALITY AND ACCOUNTABILITY MEASURES

Measure	Type	Lagging/ Leading	Timing - Frequency	Measures
Academic Performance Framework	Academic	Lagging	Annual	• Washington State Achievement Index • Federal Accountability (ESSA) • Proficiency Comparisons (District + Similar Schools) • Growth Comparisons (District + Similar Schools) • Mission-Specific Goals
Financial Performance Framework	Financial	Lagging	Annual	• 1.a Current Ratio (Near-Term) • 1.b Unrestricted Days Cash (Near-Term) • 1.c Debt Default (Near-Term) • 2.a Total Margin (Sustainability) • 2.b Debt to Asset Ratio (Sustainability) 2.c Cash Flow (Sustainability) • Enrollment Variance (Informational)
Organizational Performance Framework	Operational	Lagging	Annual	• **Education Program** a. Material Terms of the Charter Contract b. Education Requirements c. Students with Disabilities Rights d. English Language Learner Rights • **Financial Management and Oversight** a. Financial Reporting and Compliance b. Generally Accepted Accounting Principles • **Governance and Reporting** a. Governance Requirements b. Management Accountability c. Reporting Requirements • **Students, Parents, and Employees** a. Rights of Students b. Recurrent Enrollment c. Teacher and Staff Credentials d. Employee Rights e. Background Checks • **School Environment** a. Facilities and Transportation b. Health and Safety c. Information Management • **Additional Obligations** a. All Other Obligations
WA Charters Peer Review	Academic	Semi-Leading	Annual (Spring)	• Culture of High Expectations • Data Driven Instruction • Small Group Instruction/Intervention • Teacher Coaching and Development • Extended Learning Time • Organizational Health
WA Charters Growth Grant	Academic + Financial	Leading - Finite	Tri-annual - August, January, June	• SBAC / MSP Results • Student Retention • Current Enrollment • FRL (Compared to charter and district) • SpEd (Compared to charter and district) • TBIP (Compared to charter and district) • Student Ethnic Demographic Breakdown • Suspensions/Expulsions (IEPs, Students of Color, Total) • Teachers/Staff of Color • Staff Retention • Interim/Nationally Normed Assessment Data • 5-year and Annual Budget

Measure	Type	Lagging/ Leading	Timing - Frequency	Measures
OSPI Performance Indicators	Academic	Lagging	Annual	• Kindergarten Preparedness • English Language Arts, Math, Science Assessment • Student Growth Percentiles—4th and 6th grades ELA/Math • High School Credit in Algebra 1/Integrated Math 1 • Statewide Assessments Required for Graduation • Dual Credit Programs • SAT and ACT • Postsecondary Enrollment and Remediation • Financial Aid for College • Postsecondary Persistence • Graduation Rates • 9th Grade Course Failure • Discipline • Attendance
Authorizer Pre-Opening Conditions	Financial + Operational	Leading	One-time	• Annual Budget • Various reporting related to student enrollment, governance, contract amendments, facilities, operational readiness, and compliance
Authorizer Operating Conditions	Financial + Operational	Leading	Monthly/ Quarterly	• Quarterly Financial Reports • Quarterly Board Meeting Agendas and Minutes • Quarterly Immediate Notification Reports • Various reporting related to student enrollment, contract amendments, operational readiness, and compliance
Washington State Achievement Index	Academic	Lagging	Aggregations of three years of data	• Student Academic Proficiency (SBAC/MSP) • Student Academic Growth (SBAC/MSP)
State Auditor's Office Audit	Financial + Operational	Lagging	Financial/ Accountability/ Single – every 1-3 years Performance – every 3 years	• Funding drivers at schools • Enrollment • Staff mix • Transportation • High-risk school reporting areas • Performance audit (TBD)
Nonprofit Audit	Financial	Lagging	Annual	• Overall testing that financial statements are accurate • High-level control and process review (financial and organizational)
Program-Specific Audits	Operational + Financial	Lagging	Varies	• Child Nutrition • Consolidated Program Review (state and federal programs)

True Measure Collaborative Special Education Indicators	Academic + Operational	Leading	Monthly/ Quarterly	• Still being determined by TMC Advisory Board
				  ○ E.g., # of students that move from SpEd to GenEd
				  ○ E.g., Time spent in GenEd settings
				  ○ E.g., # Suspensions/ expulsions of students with disabilities

APPENDIX M | ANNUAL CALENDAR OF KEY ACTIVITIES

JANUARY

- State legislative session begins
- Monthly regional PAL meetings
- Monthly Commission meeting
- SLP Fellows: Monthly Convening #5
- January 30: WA Charters Growth Grants – Milestone 1 and 2
- WA Charters Planning Grant – Payment #2
- WA Charters Implementation Grant – Payment #2

FEBRUARY

- Authorizer deadline for new charter school applications
- Educators' Night
- State Legislature in session
- Monthly Regional PAL meetings
- Monthly Commission meeting
- Quarterly Community Engagement Cohort Convening
- SLP Fellows: Monthly Convening #6
- Charter School Lotteries (Feb-April)
- Finance Committee Meeting (Q1)
- Member Council Meeting (Q1)

MARCH

- Q1 Newsletter
- State Legislature in session
- Monthly Regional PAL meetings
- Monthly Commission meeting
- Q1 Board Meeting
- Q1 Quarterly Meeting
- Annual Audit, 990, and Annual Report (March-April)
- Charter School Lotteries (Feb-April)

APRIL

- School Leadership Program: incubator selection process kicks off
- State Legislature in session
- Monthly Regional PAL meetings
- Charter School Lotteries (Feb-April)
- Monthly Commission meeting
- Annual Audit, 990, and Annual Report (March-April)

MAY

- Authorizer approves or denies new charter school apps
- School Leadership Program: incubator selection process wraps
- Monthly regional PAL meetings
- Monthly Commission meeting
- Quarterly Community Engagement Cohort Convening
- Finance Committee Meets (Q2)
- Member Council Meeting (Q2)

JUNE

- School Leadership Program (SLP) begins
- Strong Start calendar begins
- School year ends
- National Charter School Conference
- PALs End-of-Year Convening
- Monthly Regional PAL meetings
- Monthly Commission meeting
- Strong Start annual cycle begins (and ends)
- Q2 Board Meeting
- Q3 Quarterly Meeting
- Q2 Newsletter
- June 30: WA Charters Growth Grants – Milestone 3
- WA Charters Planning Grant – First and Third Payments (runs June-June)

JULY

- Federal Charter School Program (CSP) Grants announced (Q3)
- Monthly Regional PAL meetings
- Monthly Commission meeting
- School Leadership Program Bootcamp
- July 15: WA Charters Growth Grants – Payment #2
- WA Charters Implementation Grant – Payment #1
- SBAC End-of-year data released (July-Aug)

AUGUST

- August 1: WA Charters Growth Grants – Issued
- August 15: WA Charters Growth Grant – Payment #1
- End of August: School year launch
- Federal Charter School Program (CSP) Grants announced (Q3)
- Monthly Regional PAL meetings
- Monthly Commission meeting
- Quarterly Community Engagement Cohort Convening
- WA Charters Implementation Grant – Payment #3
- SBAC End-of-year data released (July-Aug)
- Finance Committee Meeting (Q3)
- Member Council Meeting

SEPTEMBER

- Federal Charter School Program (CSP) Grants announced (Q3)
- PALs Back-to-School Convening
- Monthly Regional PAL meetings
- Monthly Commission meeting
- SLP Fellows: Monthly Convening #1
- Q3 Board Meeting
- Q3 Quarterly Meeting
- Q3 Newsletter

OCTOBER

- Peer Review (Q4)
- Monthly regional PAL meetings
- Monthly Commission meeting
- SLP Fellows: Monthly Convening #2

NOVEMBER

- Peer Review (Q4)
- Monthly regional PAL meetings
- Quarterly Community Engagement Cohort Convening
- SLP Fellows: Monthly Convening #3
- Finance Committee Meeting (Q4)
- Member Council Meeting (Q4)

DECEMBER

- Peer Review (Q4)
- Monthly Regional PAL meetings
- SLP Fellows: Monthly Convening #4
- Q4 Board Meeting
- Q4 Quarterly Meeting
- Q4 Newsletter

APPENDIX N
GLOSSARY OF WASHINGTON CHARTER SCHOOL TERMS

TERM OR ACRONYM	DEFINITION
Act Now for Washington Students	Act Now for Washington Students was a successful legislative advocacy campaign, launched by WA Charters and advocacy and funding partners, which culminated in the passage of Washington's current Charter School Act (E2SSB 6194).
Ally	WA Charters understands ally as: Working in collaboration with families and community members to elevate them to positions of power to effectively advocate for their schools and community.
APCSA | Alliance for Public Charter School Attorneys	This group is headed by the National Alliance for Public Charter Schools, and provides leadership to attorneys working to support different states in the charter public school sector, through various programs, seminars, and events.
Authorizer	The entity that reviews and approves or denies charter school applications; enters into, renews, or revokes charter contracts with approved charter schools; and oversees the charter schools the entity has authorized.
Authorizing Window	The "authorizing window" is the five-year time period (2016-2021) during which charter schools may be established under Washington's charter school law.
CBO | Community-based Organization	A public or private nonprofit organization that (a) is representative of a community or significant segments of a community, and (b) provides educational or related services to individuals in the community.
Charter Contract	A charter contract is a fixed term, renewable contract between a charter school and an authorizer that outlines the roles, powers, responsibilities, and performance expectations for each party to the contract. This operating contract is a term agreement. In Washington state, charter terms are five years. At the end of a charter contract term, the charter school and authorizer go through a renewal process.
Charter Public School	Charter schools are a type of public school. Like all public schools, charter schools in Washington are open to all students, tuition-free, publicly funded, staffed by certified teachers, and held accountable to state and national standards. However, charter public schools are held more accountable for showing improved student achievement. In exchange for greater accountability, teachers and principals are given more flexibility to customize their teaching methods and curriculum to improve student learning, and have more flexibility around things like staffing and length of the school day and school year.
Charter School Cap	A "cap" refers to the maximum number of charter schools permitted by state law over a specified window of time. Washington's charter school law allows for a maximum of 40 charter schools to be established over the five-year period commencing April 3, 2016.
Charter School Incubator	WA Charters' charter school incubator is an umbrella term that includes two school incubation programs: the School Leadership Program (SLP) and Strong Start.
CMO | Charter Management Organization	Also referred to as "charter school networks," CMOs are non-profit entities that manage and govern one or more charter schools. CMOs often provide back office functions for schools in their network to take advantage of economies of scale, but some also provide a wider range of services—including hiring, professional development, data analysis, public relations and advocacy. Two CMOs currently operate in Washington state: Green Dot Public Schools and Summit Public Schools.
Common Core State Standards	The Common Core is a set of academic standards in mathematics and English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do at the end of each grade.
CSO | Charter Support Organization	CSOs are the state affiliate organizations that provide leadership and support to charter schools throughout a state, as well as advocacy, communications, and other services and guidance. WA Charters is a CSO.
CSP | Charter School Program	CSP is a federal charter school program operated by the U.S. Department of Education that provides money to create new high-quality charter public schools, as well as to disseminate best practices.
DEI | Diversity, Equity and Inclusion	Acronym for Diversity, Equity, and Inclusion, referring to approaches and efforts that intentionally work to advance these principles.
Diversity	WA Charters understands diversity as: Reflection of a range of identities including race, class, gender, language, religion, skillset, and sexual orientation. Our schools reflect a range of ideas and initiatives to create learning environments that are safe, inclusive, equitable, and innovative.

TERM OR ACRONYM	DEFINITION
E2SSB 6194 | Engrossed Second Senate Substitute Bill 6194	Washington state's current charter school law, which became effective on April 3, 2016. E2SSB 6194 addressed the constitutional defects in I-1240 identified by the state Supreme Court. The new law (Charter School Act) has been codified in the Revised Code of Washington (RCW) under 28A.710, which can be viewed here: http://app.leg.wa.gov/RCW/default.aspx?cite=28A.710&full=true#28A.710.010
ELL | English Language Learner	A term used to describe students who are in the process of acquiring English language skills and knowledge. Some schools refer to these students using the term "Limited-English-Proficient" (LEP) or "Transitional Bilingual".
Engagement	WA Charters understands engagement as: Understanding, honoring, and learning from the cultures and communities our students and families represent and the context they are coming to our schools from.
Equity	WA Charters understands equity as: characteristics of identity such as gender, ethnic origin, income and/or family background, are not obstacles in achieving educational potential and do not limit or prevent access to high-quality public education. We recognize that the same for everyone (equality) does not truly address needs and therefore, specific solutions and remedies, which may be different, are necessary (equity).
ESEA | Elementary and Secondary Education Act	ESEA is the federal policy framework for public education. The current iteration of ESEA, authorized under President Obama, is known as the "Every Student Succeeds Act".
ESSA | Every Student Succeeds Act	ESSA is the current iteration of ESEA, authorized under President Obama.
FRL | Free and Reduced-Price Lunch	Also FRPL, eligibility for free and reduced-price lunches is determined by students' family income in relation to the federally established poverty level. Students whose family's income is at or below 130 percent of the poverty level qualify to receive free lunch, and students whose family's income is between 130 and 185 percent of the poverty level qualify to receive reduced-price lunch.
Homegrown	Homegrown is an adjective used to describe charter public schools that were founded in Washington. This appropriately describes all independently-operated charter public schools, may and may also refer to charter school networks or network schools started in WA.
I-1240 | Initiative 1240	In November 2012, voters approved Initiative Measure No. 1240 (I-1240) to establish charter schools in Washington. I-1240 was codified in the Revised Code of Washington (RCW) under 28A.710, also known as the Charter School Act. The state Supreme Court ruled I-1240 unconstitutional in September 2015.
Independent Charter Public School	A charter public school operated by an independent non-profit organization, as opposed to a CMO nonprofit.
Interim Assessment Consortium	A partnership between WA Charters, Illuminate, and schools across the sector to create common, high-quality interim assessments that provide student growth and achievement data at regular intervals to inform practice at the school level and policy at the sector level.
Lottery	A random selection process by which applicants are admitted to the charter school. Per WA law, a charter school may not limit admission on any basis other than age group, grade level, or enrollment capacity. If capacity is insufficient to enroll all students who apply to a charter school, the charter school must grant an enrollment preference to siblings of enrolled students, with any remaining enrollments allocated through a lottery.
NACSA | National Association of Charter School Authorizers	A national membership association designed to support quality authorizing practices for charter schools across the nation. Learn more about NACSA on its website: http://www.qualitycharters.org/
NAEP | National Assessment of Educational Progress	Also known as "the Nation's Report Card," NAEP is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in mathematics, reading, science, writing, U.S. history, geography, civics, the arts, and other subjects.
Next Generation Science Standards	The Next Generation Science Standards is a multi-state effort to create new education standards that are "rich in content and practice, arranged in a coherent manner across disciplines and grades to provide all students an internationally benchmarked science education."
NSLP | National School Lunch Program	NSLP is a federally assisted meal program that provides low-cost or free lunches to eligible students. It is sometimes referred to as the free/reduced-price lunch program. Free lunches are offered to those students whose family incomes are at or below 130 percent of the poverty level; reduced-price lunches are offered to those students whose family incomes are between 130 percent and 185 percent of the poverty level.
Open Enrollment	In Washington state, a charter school must be free and open to all students, and may not limit admission on any basis other than age group, grade level, or enrollment capacity.

TERM OR ACRONYM	DEFINITION
OPMA | Open Public Meetings Act	Codified in chapter 42.30 RCW, the OPMA requires that all meetings of governing bodies of public agencies, including cities, counties, and special purpose districts, be open to the public. The OPMA contains specific provisions regarding regular and special meetings, executive sessions, the types of notice that must be given for meetings, the conduct of meetings, and the penalties and remedies for violations. For more information, visit: http://mrsc.org/Home/Explore-Topics/Legal/Open-Government/Open-Public-Meetings-Act.aspx
OSPI | Office of Superintendent of Public Instruction	OSPI is the primary agency charged with overseeing K-12 public education in Washington state. Led by the Superintendent of Public Instruction, OSPI administers basic education programs and provides per pupil apportionment funding to all public school students in Washington, including charter public schools.
Peer Review	Facilitated by WA Charters, Peer Review is an annual opportunity for member schools to participate in a supportive, nonevaluative process that provides school leaders with feedback on specific high-leverage areas relating to student academic achievement, staff alignment, teacher development, and school culture. Peer Reviews are conducted annually, in the final quarter of the year (October-December).
Personalized Learning	The term personalized learning, or personalization, refers to a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students. Personalized learning is generally seen as an alternative to so-called “one-size-fits-all” approaches to schooling in which teachers may, for example, provide all students in a given course with the same type of instruction, the same assignments, and the same assessments with little variation or modification from student to student. Personalized learning may also be called student-centered learning, since the general goal is to make individual learning needs the primary consideration in important educational and instructional decisions, rather than what might be preferred, more convenient, or logistically easier for teachers and schools.
PLC | Professional Learning Community	A PLC is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. The term is also applied to schools or teaching faculties that use small-group collaboration as a form of professional development.
POC | Person or People of Color	Referring to a person or people who identify as non-white.
Privilege	WA Charters understands privilege as: A set of advantages or lack of disadvantages belonging to a dominant group (specifically white, affluent populations) that allow for easy access to a high-quality public education.
Project-Based Learning	Project-based learning refers to any programmatic or instructional approach that utilizes multifaceted projects as a central organizing strategy for educating students. When engaged in project-based learning, students will typically be assigned a project or series of projects that require them to use diverse skills—such as researching, writing, interviewing, collaborating, or public speaking—to produce various work products, such as research papers, scientific studies, public-policy proposals, multimedia presentations, video documentaries, art installations, or musical and theatrical performances, for example. Unlike many tests, homework assignments, and other more traditional forms of academic coursework, the execution and completion of a project may take several weeks or months, or it may even unfold over the course of a semester or year. Closely related to the concept of authentic learning, project-based-learning experiences are often designed to address real-world problems and issues, which requires students to investigate and analyze their complexities, interconnections, and ambiguities (i.e., there may be no “right” or “wrong” answers in a project-based-learning assignment). For this reason, project-based learning may be called inquiry-based learning or learning by doing, since the learning process is integral to the knowledge and skills students acquire.
SBAC | Smarter Balanced Assessment Consortium	SBAC is a standardized test consortium. It creates Common Core State Standards-aligned tests ("adaptive online exams") to be used in several states. It uses automated essay scoring. End-of-year SBAC results are published in the summer months. To learn more about SBAC, visit: http://www.smarterbalanced.org/about/
SBE | The Washington State Board of Education	The Washington SBE has multiple responsibilities under the charter school law for administration, oversight, and reporting. Its primary responsibility is approval of school districts wishing to be authorizers of charter schools. Through its representation on the Charter School Commission, it also participates in the authoring of charter schools.

TERM OR ACRONYM	DEFINITION
SES | Socio-Economic Status	SES is a combination of social and economic factors that are used as an indicator of household income and/or opportunity. The Department of Agriculture's National School Lunch Program (NSLP) is often used as a proxy measure for socioeconomic status.
SLC | State Leaders Council	The SLC is organized by the National Alliance for Public Charter Schools and convenes major stakeholders throughout the states to discuss pressing issues facing the charter public school sector.
SLP | School Leadership Program	A two-year WA Charters incubation support program that guides teams through application writing and a planning year before opening their doors. The annual deadline for applying to the SLP is in the late Spring. To learn more, visit: http://wacharters.org/startaschool/.
SPED | Special Education	SPED is a broad term used to describe specifically-designed instruction that meets the unique needs of a child who has a disability. Learning disabilities cover a wide spectrum of disorders ranging from mild to severe. They can include: mental, physical, behavioral, and emotional disabilities.
Spokane Public Schools	SPS is Washington's first district approved to be a charter school authorizer. SPS authorized and oversees the charter public schools located within its district boundaries: PRIDE Prep and Spokane International Academy.
STEM | Science, Technology, Engineering, and Mathematics	Curricula or programs that focus on mathematics, natural sciences, engineering, and computer and information sciences. STEM fields can be defined more broadly to include social/behavioral sciences such as psychology, economics, sociology, and political science.
Strong Start	Strong Start is part of the WA Charters incubation program that supports newly authorized and currently operating schools with trainings, services, and resources to support various areas of need, ranging from community engagement and communications to finance and compliance and more. Strong Start ensures that schools are ready to open their doors to families, students, and staff. It also provides an opportunity for operating schools to refresh their knowledge on key instructional and operations topics.
Systemically underserved	WA Charters understands systemically underserved as: Referring to individuals belonging to marginalized groups (e.g., low-income, non-white, ELL, SpEd, immigrant, LGBTQ) who face powerful and institutionalized oppressive barriers, limiting and preventing access to a high-quality public education.
The Alliance | The National Alliance for Public Charter Schools	The National Alliance for Public Charter Schools is a national nonprofit organization with the mission of advancing the charter school movement. The Alliance's primary goal is to increase the number of high-quality charter schools available to all families, particularly in disadvantaged communities that lack access to quality public schools. The Alliance provides assistance to state charter school associations and resource centers, and develops and advocates for public policies that advance the national charter school movement. Learn more about the Alliance at its website: http://www.publiccharters.org/.
The Commission | The Washington State Charter School Commission	Established in April 2013, the Commission is the state's only non-district and statewide charter school authorizer. The Commission may authorize charter schools located anywhere in the state. To learn more about the Commission, visit its website: https://charterschool.wa.gov/
The Washington State Charter Schools Act	The Washington State Charter Schools Act refers to the state's charter school law. In November 2012, voters approved Initiative Measure No. 1240 (I-1240) to establish charter schools in Washington. I-1240 was codified in the Revised Code of Washington (RCW) under 28A.710, also known as the Charter School Act. On September 4, 2015, Washington State's Supreme Court struck down the entire Charter School Act. On April 3, 2016, a new charter school law took effect (E2SSB 6194). The new law (Charter School Act) has been codified in the Revised Code of Washington (RCW) under 28A.710 and is available for review here: http://app.leg.wa.gov/RCW/default.aspx?cite=28A.710&full=true#28A.710.050
TMC | True Measure Collaborative	The TMC is a Washington state special education collaborative, formed in 2015 in response to emerging charter schools' commitment to providing the highest quality educational experience for their students, including those with disabilities. The TMC was envisioned as a resource and partner to charter schools, offering centralized expertise and resources that build on and enhance the collective impact of our partner schools. The TMC is a collaboration between the Washington State Charter Schools Association, Seneca Family of Agencies, and the Puget Sound Educational Service District. To learn more about the TMC, visit: http://wacharters.org/true-measure-collaborative/

TERM OR ACRONYM	DEFINITION
WA Charters | Washington State Charter Schools Association	WA Charters is a statewide nonprofit membership organization that advocates for and supports high-quality charter public schools in Washington state. WA Charters incubates new high-quality schools, and supports operating charter public schools by providing a variety of technical assistance, trainings, services, and supports. WA Charters also offers leadership and expertise regarding charter school policy, advocacy, grassroots organizing, and communications in Washington state.
WA Charters Growth Grant	WA Charters Growth Grants are designed to provide resources to schools during their initial grade level expansion to allow them to build programming and their school teams to realize high-quality outcomes for students while building to sustainability on public funding. Growth Grants are designed to foster continued partnership with WA Charters and sector-wide. Recipients must be active members of both WA Charters and the True Measure Collaborative (TMC) and must participate in WA Charters' Peer Review process. Both recipients and WA Charters as grantor are expected to communicate openly throughout the grant process and during Milestone Meetings, to be held three times each grant year.
WA Charters Implementation Grant	A type of WA Charters Startup grant, the Implementation Grant provides one-time supplemental funding to assist charter operators in the implementation of year one of a high-quality charter school serving at-risk students, with the primary mission of increasing the number of students who graduate from high school ready to succeed in college and the world of work. All new, independently-operated public charter schools are eligible to apply for the Implementation Grant upon authorization to operate a charter school in the state of Washington.
WA Charters Parent Advocacy Lead (PALs) Program	WA Charters launched its Parent Advocacy Lead (PAL) program in August 2016. The PALs program was founded on two core beliefs: (1) that parents are a key factor in helping close educational opportunity gaps and increasing the likelihood of student academic success and development, and (2) that strong parent leadership is also essential to the public charter school sector's overall success and growth. PALs participate in advocacy and organizing training, are updated regularly on advocacy priorities, and organize other parents to take action to support strong schools in their community. Through this network of informed, engaged, and self-directed parent leaders and advocates, individual schools and the overall sector will benefit from a strengthened culture, climate of inclusion, and invested families.
WA Charters Planning Grant	A type of WA Charters Startup grant, Planning Grants assist charter operators in the planning year for a high-quality charter school serving at-risk students, with the primary mission of increasing the number of students who graduate from high school ready to succeed in college and the world of work. All new, independently-operated public charter schools are eligible to apply for the Planning Grant upon authorization to operate a charter school in the state of Washington.
WA Charters Startup Grant Fund	Established by WA Charters in collaboration with philanthropic partners, the WA Charters Startup Grant Fund supports the planning and implementation of new, high-quality public charter schools. The Startup Grant Fund funds two grant programs: WA Charters Planning Grant and WA Charters Implementation Grant.
Weighted Lottery	A selection process that gives preference to one set of students over another. Per Washington state law, when conducting an enrollment lottery, a charter school may offer a weighted enrollment preference for at-risk students or to children of full-time employees of the school.
WMBE | Women and Minority-Owned Business Enterprises	Businesses owned by women and/or minority individuals.

Washington Innovation and Excellence CSP Grant Logic Model

THE OPPORTUNITY

While the charter sector is for the second time off to a strong start, we are still a nascent sector and for the first time since 2013, no longer under legal threat. This is a moment of opportunity, and we must continue to make significant investments of time and effort to ensure that our schools' growth and quality can remain stable and strong. Although Washington's charter school law is considered to be among the nation's strongest, as compared to other states, the longstanding litigation and still remaining cap on schools, demonstrate that there remain significant political, financial, and resource challenges to building a sustainable charter sector. In particular, there are four key challenges for Washington's charter sector. For WA Charters, these challenges are opportunities to act so that we can ensure that all students have access to high-quality public education.

THE CHALLENGE/NEED

- A robust sector of high-quality charter public schools will transform the life outcomes of students and help to close opportunity and achievement gaps in Washington through groundbreaking innovation, strong accountability, and improvement of academic outcomes for all students, with an emphatic focus on the success of systemically underserved students. Nationally, high-quality charter public schools have proven their ability to provide promising education outcomes for systemically underserved students. There is a need for Washington to increase the number of high-quality charter schools. There is a need to increase the number of high-quality charter schools in Washington.

- The opportunity and achievement gaps persist. These gaps disproportionately impact students of color, students from low-income backgrounds, students with special education needs, English language learners, and other systemically underserved students and communities, leading to cycles of poverty and deepening social inequities. We need to continue to support the academic quality and rigor of charter seats in Washington with high quality seats and improve outcomes for our most at-risk students.
- There is a need to continue to build a healthy policy and legal environment, increase district -charter relationships/partnerships, and bring charter understanding and awareness to the broader community.
- We must continue to build and support strong authorizing and oversight processes as the sector grows and initiates its first renewal phase in 2020 and looks to the expansion and/or replication of charter schools.

KEY ASSUMPTIONS

- WA Charters' commitment and support of diverse charter school models; and the mission and values of our School Leadership and Design Fellowship program, will continue to increase diverse and innovative models and geographic diversity in charter schools in Washington and meet the specific needs of the students who attend them.
- Our success depends on strategic collaboration with mission-aligned partners who care deeply about Washington students, families, and communities.

- Public schools are the cornerstone of healthy communities. Charter schools that are high-quality and respond to the needs of students and families also have strong family and community engagement. The power of families and communities can shift historic power dynamics and drive change.
- The 2021 deadline to reach the cap of 40 charter schools will be removed.
- Washington's best-in-class authorizing and monitoring processes will continue to sustain high quality charter schools.

PERFORMANCE MEASURES OVERVIEW

Performance Measures Overview			
Aligned to Objective 1	**Aligned to Objective 2**	**Aligned to Objective 3**	**Aligned to Objective 4**
1a. (GPRA) Number of charter schools in Washington	2a. Percent of **schools** meeting or exceeding on authorizer academic performance framework indicators	3a. Increase participation in parent steering committee	4a. Number of schools successfully renewed for new contracts
1b. Number of students enrolled in high-quality charter schools in Washington	2b. Percent decrease in the opportunity gap in both English Language Arts and Math for charter students identified as at-risk (6th and 10th chosen as grades because they are the grades most represented across our schools.)	3b. Coordinate annual charter conference	4b. Satisfaction surveys after renewal process
1c. Number of authorized charter seats	2c. Percent decrease in discipline referrals for students identified as at-risk (FRL and SpEd) in comparison to state average	3c.Overall, charter-school students' scores on state math and reading exams grew at a similar pace compared to their peers enrolled in traditional public schools. That finding was true for almost all student racial and demographic groups, with	4c. Authorizer Board or Commission adopt renewal process policy

		English learners being the notable exception. Students learning English who were enrolled in charter schools performed considerably better."[4] Convene annual meetings to identify areas of research and best practice in the charter sector. Produce research articles or reports on Washington Charter school progress	
1d. Number of CSP sub-grant applications submitted	2d. GPRA: The percentage of fourth grade charter school students who are achieving **at or above the proficient level on State** examinations in **mathematics and reading/language arts**		
1e. Number of CSP Planning & Implementation sub grants awarded	2e. GPRA: The percentage of eighth grade charter school students who are achieving **at or above the proficient level on State** examinations **in mathematics and reading/language arts**		
1f. Number of CSP expansion sub grants awarded	2f. Maintain at least 60% or more charter students across the sector who qualify for free-and reduced-price lunch Maintain more charter students with disabilities than the state average		
1.g Percent of CSP subgrants annually renewed	2g. Maintain or increase percent of teachers of color in charter schools remain higher than state average		

	2h. The number of district-charter convenings coordinated or participated in annually		

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES				IMPACT
			Short-term Years 1-2		*Intermediate-term Years 3-5:*		
Resources that will be used to support the project.	*The main activities that the project will involve.*	*Products*	**Results:**	**Performance Measure:**	**Results:**	**Performance Measure:**	*Long-term change in systems/conditions/environment*
• WA Charters Human Capital (skills, sector knowledge, dispositions) i.e. incubation, TA, training, grants mgt, advocacy, convening etc. • Partner Human and Social Capital: parents and students, OSPI, SBE, authorizers, WCSD, NACSA, SAO, School Districts, CRPE, CREDO, Philanthropy	• **Activity 1.1**: Further develop, recruit and build capacity in the new charter school pipeline and existing schools through the provision of high-quality and needs-based technical assistance to charter school leaders exploring a new, expanding, or replicating charter school • **Activity 1.2**: Conduct sub-grant competition and annual renewal • **Activity 1.3**: Conduct CSP sub-grant monitoring • **Activity 1.4**: Conduct research on best practice expansion and replication processes and options • **Activity 2.1**: Build upon and expand current collaborations with districts and charters to spread best practices • **Activity 2:2**. Provide professional development, needs-based technical assistance, and capacity-building and engagement opportunities for charter schools and authorizers to improve outcomes for charter school students identified as at- risk • **Activity 2.3**: Recruit and retain a diverse high-quality teaching force	• Increase the number of high-quality charter schools by 10 schools and expand 2 schools • Increase authorized charter school seats to 10,228 by 2021 •Charter public schools outperform their district peers and are considered high-quality •Improve student outcomes in Washington's charter schools, especially for at-risk students	• CSP Planning and Implementation sub grants awarded and renewed • Increased and sustained numbers of new, high-quality charter schools • Knowledgeable community, district, and key stakeholder understanding re: high quality public charter schools infrastructure (technical assistance, training and access to resources) • Increased authorizer (SBE and OSPI) capacity and support for charter schools	• 1d., 1e., 1f., 1g. • 1b. • 2i., 3a., 3b., 3e. • 1f., 4a., 4b., 4c.	• Expansion CSP sub grants awarded • Increased number of high quality charter school seats •A responsive and open environment for charter schools in WA • Increased charter school -district collaboration • Research and student progress studies demonstrate high quality charter schools in WA • Enhanced quality of charter school authorizing practices • Authorizer Board/Commission policy for five year charter school renewal process	• 1f. • 1c. • 2i., 3a., 3c. • 2i. • 3b., 3c. • 4a., 4b., 4c. • 4c.	• High- quality public schools for all students • Improved whole student outcomes (Academic, SEL, Habits of the mind) • Every student ready for college, career and life • Best in class charter authorizers •A healthy policy and legal environment in which charter public schools can thrive and grow
• Existing High-Quality Charter Schools	• **Activity 3.1**: Build broad community partnership and charter awareness (i.e. lead the statewide parent steering committee; work with partners to build robust communications about charter successes; convene annual charter sector conference that disseminates best practices) • **Activity 3.2**: Facilitate research and reports coalition on charter best practice impact on improved student outcomes	• Broad community partnership and charter awareness • Research and reports demonstrating Washington charter school best practice impact on improved student outcomes					
• Best in class Charter Law E2SSB 6194 • Best in class state and federal public school rules and regulations •Strong authorizing environment	• **Activity 4.1**: Research renewal best practices across the country • **Activity 4.4**: Implement high-quality Renewal process on first round of schools up for renewal in 2020-2021 • **Activity 4.5**: Renewal process iteration and further development	• Established best-in-class authorizer renewal process aligned to NACSA's quality practices					

COMMUNITY, DIVERSITY, EXCELLENCE, INNOVATION, PARTNERSHIP

WASHINGTON STATE
CHARTER SCHOOL
COMMISSION

STRATEGIC PLAN 2014

Respectfully submitted: Cathy Fromme 9/23/2014

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WSCSC Strategic Planning Process Overview

In November 2012, voters approved Initiative 1240, making Washington the 42nd state to have public charter schools. Shortly thereafter, the nine newly appointed Commissioners began the task of establishing the Washington Charter School Commission as an independent state agency to authorize charter schools. In that first year, the volunteer commissioners developed rules, ran the first Charter application process in Washington, and hired an Executive Director in October of 2013.

In April of 2014, at the initiation of the Executive Director, the WSCS began a five month strategic planning process that took place as part of the monthly Commission meetings. The nine Commissioners and staff devoted a few hours of each monthly meeting to strategic planning. The process took place as follows:

- **April 29th:** Overview, Mission, Vision , Values and initial SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis
- **May 22ND:** Revisited mission, vision and values, completed SWOT (External opportunities and threats) converted and prioritized weaknesses and threats
- **June:** Consolidated SWOT analysis information, developed and prioritized strategies
- **July:** Edited and fine-tuned strategies and major milestones and deliverables
- **August:** Obtained and incorporated stakeholder input, final document edits
- **September 23RD:** Plan approval

The strategy development process included a first round prioritization, discussion and addition of other items, then a final prioritization. Utilizing the items from the SWOT analysis and Commissioner input, WSCSC Staff and TrustWorks collectively worked to develop the milestones and deliverables for each strategy, the logic model and timeline, and to obtain stakeholder feedback. See Appendix A for a list of Stakeholders.

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MISSION STATEMENT

To authorize high quality public charter schools and provide effective oversight and transparent accountability to improve educational outcomes for at-risk students.

VALUES

Student-Centered

Cultural and Community Responsiveness

Excellence and Continuous Learning

Accountability/Responsibility

Transparency

Innovation

VISION STATEMENT

Foster innovation and ensure excellence so that every student has access to and thrives in a high quality public school.

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WSCSC Strategies

Strategy 1: Solidify the Washington State Charter School Commission (WSCSC)'s operational structure

Strategy 2: Build statewide understanding about charter schools in general and more specifically the Commission's work, mission, and approved schools

Strategy 3: Engage communities of color in charter school awareness and capacity building opportunities

Strategy 4: Develop a closer connection to public schools

Strategy 5: Foster positive political climate and support

As the WSCSC successfully engages in the following strategies, we believe that the ultimate outcome of creating and fostering an enabling environment for high quality public charter schools to thrive will be realized.

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Strategy 1: Solidify the Washington State Charter School Commission's (WSCSC) operational structure

Summary: The WSCSC is an independent state agency that is statutorily required to authorize and provide effective oversight to high quality public charter schools throughout Washington State. This strategy seeks to identify how the WSCSC will function as a state agency so that it can authorize and provide effective oversight of public charter schools.

Major Milestones/Deliverables:

- **WSCSC as a State Agency**
  - Engage in sound hiring of WSCSC
    - Deliverable: Staff on-boarded for increased number of schools (Summer 2015)
    - Deliverable: Roles and responsibilities between WSCSC, OSPI, SBE and SAO delineated
    - Deliverable: Increased head count/FTE for WSCSC from 2.2FTE to 5.0FTE (Fall 2018)
  - Provide ongoing professional development to build staff and Commissioner capacity
    - Deliverable: Evaluate performance of the Charter School WSCSC and staff
  - Ensure continued access to technology and data systems
    - Deliverable: Functional and accessible public website (October 2014)
    - Deliverable: Monitoring data system developed and implemented
  - Develop clear understanding of biennium budgeting process
    - Deliverable: WSCSC biennium budget request approved
  - Acquire adequate and diverse funding for WSCSC functions
    - Deliverable: Revise charter school law and regulations to ensure optimal conditions for the WSCSC to pursue grants and receive funds (June 2015)
    - Deliverable: Apply for state-level federal Charter School Program grant (2015)
  - Align regulatory and statutory framework and deliverables
    - Deliverable: Identify proposed necessary regulatory changes (Fall 2014)
- **WSCSC Authorizing**
  - Institutionalize the application process within the WSCSC
    - Deliverable: Clear and transparent application process including application scoring rubric
    - Deliverable: Published annual calendar of key events associated with Authorizing
    - Deliverable: Increased capacity within Washington State to review charter school applications
    - Deliverable: Published, on WSCSC website, the application, Frequently Asked Questions and webinar orientations

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- **WSCSC Oversight**
  - Increase the number of high performing charter school seats each year
    - Deliverable: Define "high-quality" charter school seats based on student achievement data
    - Deliverable: The first charter school in Washington (First Place Scholars) opens and demonstrates success as measured by the Performance Framework (Spring 2015)

  - Develop a clear and transparent monitoring and reporting system for charter schools (Spring 2015)
    - Deliverable: Implement Charter Contract and Performance Framework (Academic, Financial, Operational) in Year 1
    - Deliverable: Develop and post a standard yearly calendar for charter school reporting requirements and data submissions.
    - Deliverable: Develop monitoring process and data collection system (December 2014)
    - Deliverable: Finalize renewal decisions and subsequent closure activities and procedures.

  - Foster and sustain Office of Superintendent of Public Instruction (OSPI), State Board of Education (SBE), State Auditor's Office (SAO), Washington Charter Schools Association (WCSA) collaborations and other partnerships.
    - Deliverable: Collaborative efforts demonstrated by ongoing meetings, communications and where applicable, joint charter school policy development

  - Develop financial monitoring reports and timelines for years one and two
    - Deliverable: Develop and post a standard yearly calendar for charter school reporting requirements and data submissions.

  - Minimize barriers for charter schools
    - Deliverable: Address risk management pool access for charters
    - Deliverable: Explore with SAO and OSPI multiple financial audits concern
    - Deliverable: Ensure a level playing field for charter schools
    - Deliverable: Mitigate potential over-regulation/micromanagement toward a traditional public school model
    - Deliverable: Increase/build capacity in charter school governance as demonstrated by schools meeting standard on the Organizational Framework Governance Section
    - Deliverable: Increase the number of philanthropies and financiers working in Washington
    - Deliverable: Advocate for state support of charter school facilities financing
    - Deliverable: Create a bigger marketplace to bring stronger schools to Washington

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Strategy 2: Build statewide understanding about charter schools in general and more specifically the Commission's work, mission, and approved schools

Summary: Communicating to the public on the work of the WSCSC and the results of public charter schools is critical for the public to increase its understanding and support of public charter schools.

Major Milestones/Deliverables:

- Develop and implement a clear communication plan about charter schools in WA
  - Deliverable: Establish and develop communications capacity within the Commission
  - Deliverable: Improve processes to allow for clearer, more direct lines of communication between WSCSC and schools.
  - Deliverable: Increased level of public understanding and acceptance of charter schools; increased number of high-quality applicants; and increased number of charter school seats

- Develop a WSCSC website
  - Deliverable: WSCSC website populated with up-to-date relevant, and easily accessible information such as Charter school information page, application timelines, school openings, monitoring and reporting requirements and other communication documents about Charter Schools in Washington (Spring 2015 and ongoing)

- Proactively educate key stakeholders (i.e. communities served by charter schools, partner state agencies, legislative and policy staff, and the media) about charter schools
  - Deliverable: WSCSC regularly presents re: public charter schools in WA, outcomes, successes and opportunities for improvement at relevant stakeholder conferences and meetings (i.e. WCSA, WERA, WSSDA, AWSP, National Charter Conference, etc.), and advocates/educates districts, ESDs, state agencies and community partners.

- Partner with existing and emerging pro-charter organizations and leaders to increase capacity to support Washington charter schools
  - Deliverable: Demonstrated evidence of proactive relationship building, increased partners, and informed elected officials
  - Deliverable: Participate in national dialogue about authorizer oversight best practices.

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Strategy 3: Engage communities of color in charter school awareness and capacity building opportunities

Summary: The WSCSC values being responsive to the communities and cultures that can be positively impacted by high quality charter schools; therefore, dedicating time and resources to developing outreach strategies to communities of color is a critical component to the success of the WSCSC and public charter schools.

Major Milestones/ Deliverables:

- Seek out and build strong relationships with state and local organizations that represent and/or support communities of color
    - Deliverable: Maintain a list serve of state and local community and civic organizations that provide outreach and engagement to communities of color.
    - Deliverable: Regularly communicate and engage these organizations in dialogue re: charter school opportunities, how the WSCSC authorizes, and charter school areas of potential concern
    - Deliverable: Increased number of high-quality applications from members representing communities of color within Washington

- Include communities of color in a partnership at all levels of charter school development and authorization.
    - Deliverable: Maintain an ongoing presence with communities of color as demonstrated by increased relationship building and participation in community activities and events.

- Provide capacity-building opportunities both in conjunction with and on behalf of communities of color to provide a continuing growth in understanding charter schools and improved educational opportunities for students.
    - Deliverable: Research and explore options for incorporating community engagement practices (e.g. Chicago Neighborhood Advisory Council, Tennessee community engagement).
    - Deliverable: Use tools for communicating that are inclusive and acceptable (i.e. communications, social media technology and how to make this technology an accessible tool for different populations). Translate information when appropriate and necessary.

WASHINGTON STATE
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Strategy 4: Foster the development of connections between public charter schools and traditional public schools and school districts

Summary: The WSCSC believes that for all students in Washington State to benefit from the best, promising and innovative practices in traditional and charter public schools, strong connections between charter and traditional public schools must exist.

Major Milestones/Deliverables:

- Foster the development of respectful and dialogue-driven relationships between the WSCSC, its staff and school boards of the districts that charter schools are sited within.
    - Deliverable: Develop strong lines of communication between WSCSC staff and district staff (ongoing)
    - Deliverable: Deepen WSCSC understanding of the hopes and fears districts have concerning public charter schools operating within their boundaries

- Collaborate with OSPI and SBE to develop guidance to districts concerning legal obligations associated with public charter schools sited within their boundaries (surplus buildings, levies, etc.)
    - Deliverable: Publish on WSCSC, OSPI, and SBE websites Frequently Asked Questions (FAQ) concerning district legal obligations associated with public charter schools sited within their boundaries
    - Deliverable: Publish on WSCSC website FAQ concerning how districts can best collaborate and develop synergistic relationships with public charter schools

- Develop a strong understanding of Charter District Compacts and develop a plan for Washington Charter/District collaborative relationships.
    - Deliverable: Provide information to districts concerning examples from Washington State and the nation of high functioning mutually beneficial relationships between districts and public charter schools. This will focus on districts that are not authorizers of public charter schools.
    - Deliverable: Develop and implement a plan for increased Washington Charter/District relationships.
    - Deliverable: Publish on WSCSC website innovative practices that public charter schools are engaging in.

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Strategy 5: Foster positive political climate and support

Summary: The WSCSC recognizes that political support for public charter schools is critical to the success of public charter schools. While Initiative 1240 passed in the fall of 2012, it did so by a narrow margin. Washington's public charter school law, while nationally recognized as strong, is open for modification that can either strengthen or weaken it. Therefore, it is a focus of the WSCSC to foster political support of and a positive political climate for public charter schools in Washington State.

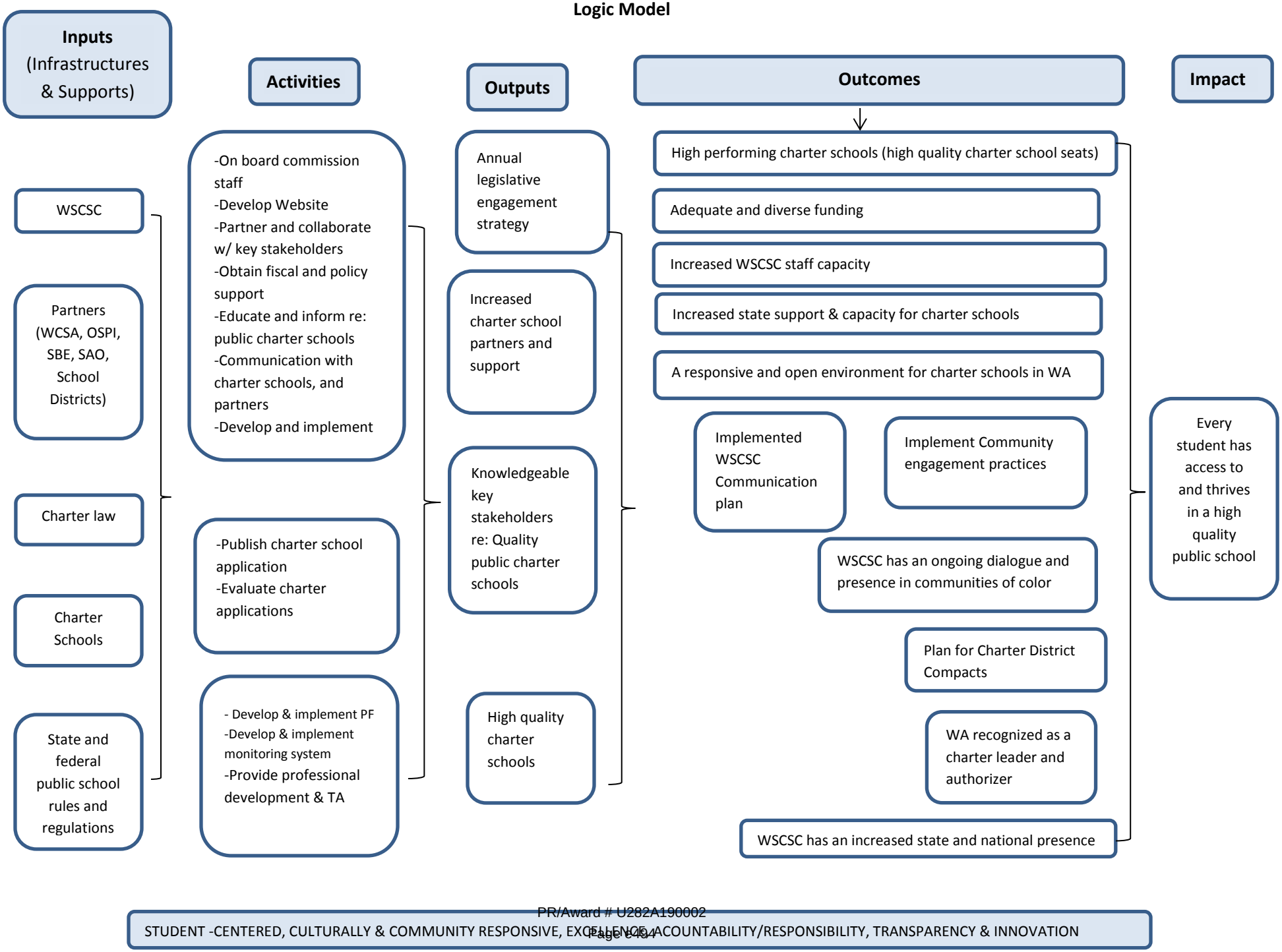
Major Milestones/Deliverables:

- Develop clear messages to communicate to legislators and their staff concerning the WSCSC and public charter schools in Washington State.
    - Deliverable: Annual legislative engagement strategy
    - Deliverable: A legislature that is educated and informed about charter schools

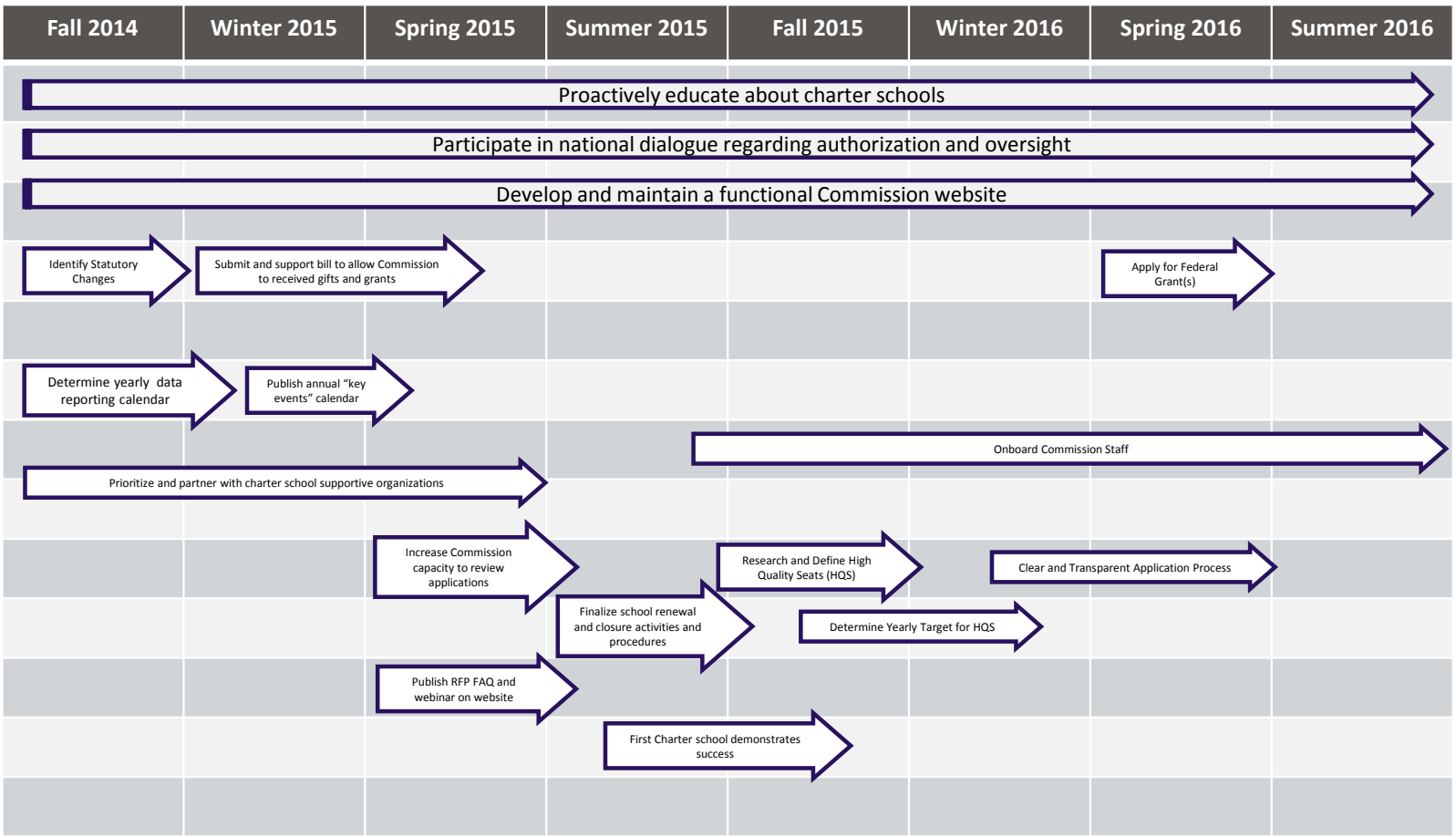
- Educate legislative staff who can impact issues important to the WSCSC and public charter schools (i.e. Senate and House Education and Finance Committees, Caucus, etc.)
    - Deliverable: A legislature that is educated and informed about charter schools
    - Deliverable: Legislative support of public charter schools

- Foster relationships with education reform organizations and entities that support public charter schools in order to positively influence legislative policies impacting public charter schools
    - Deliverable: Legislative support of public charter schools

Washington State Charter School Commission
Logic Model

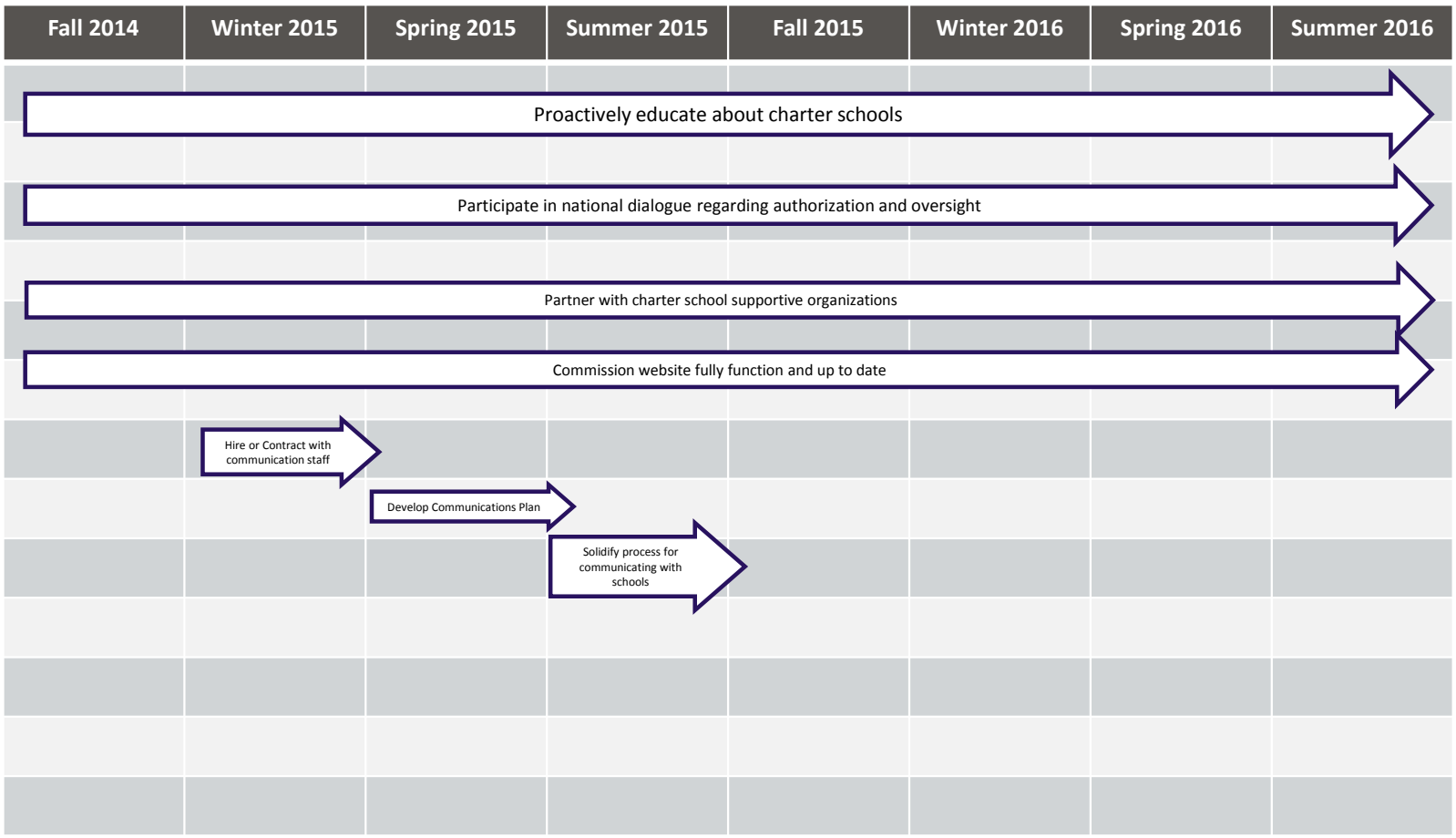


Operationalize the Commission Fall 2014-Summer 2016



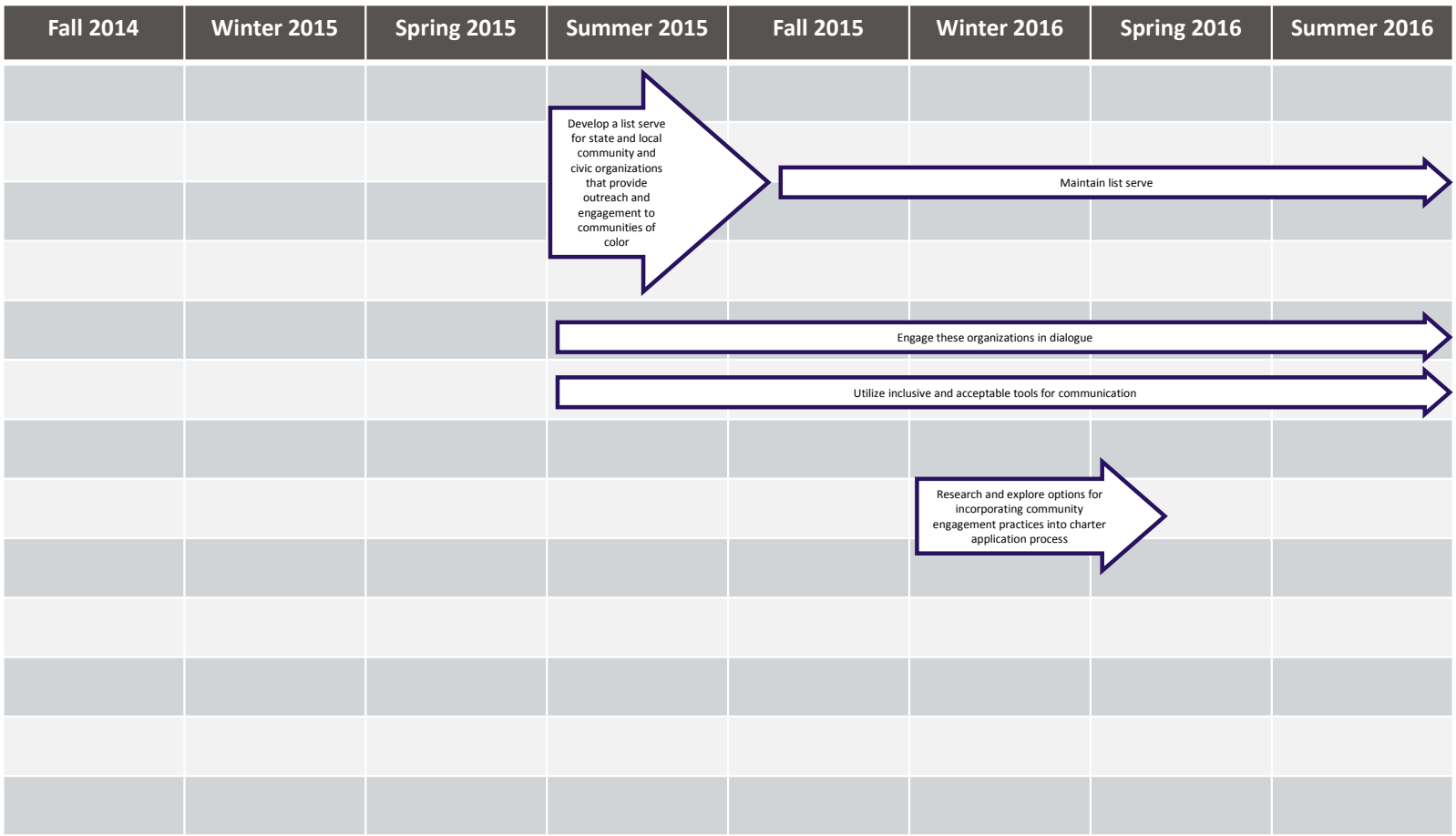
Develop a Communications Plan Fall 2014-Summer 2016

Appendix D-11

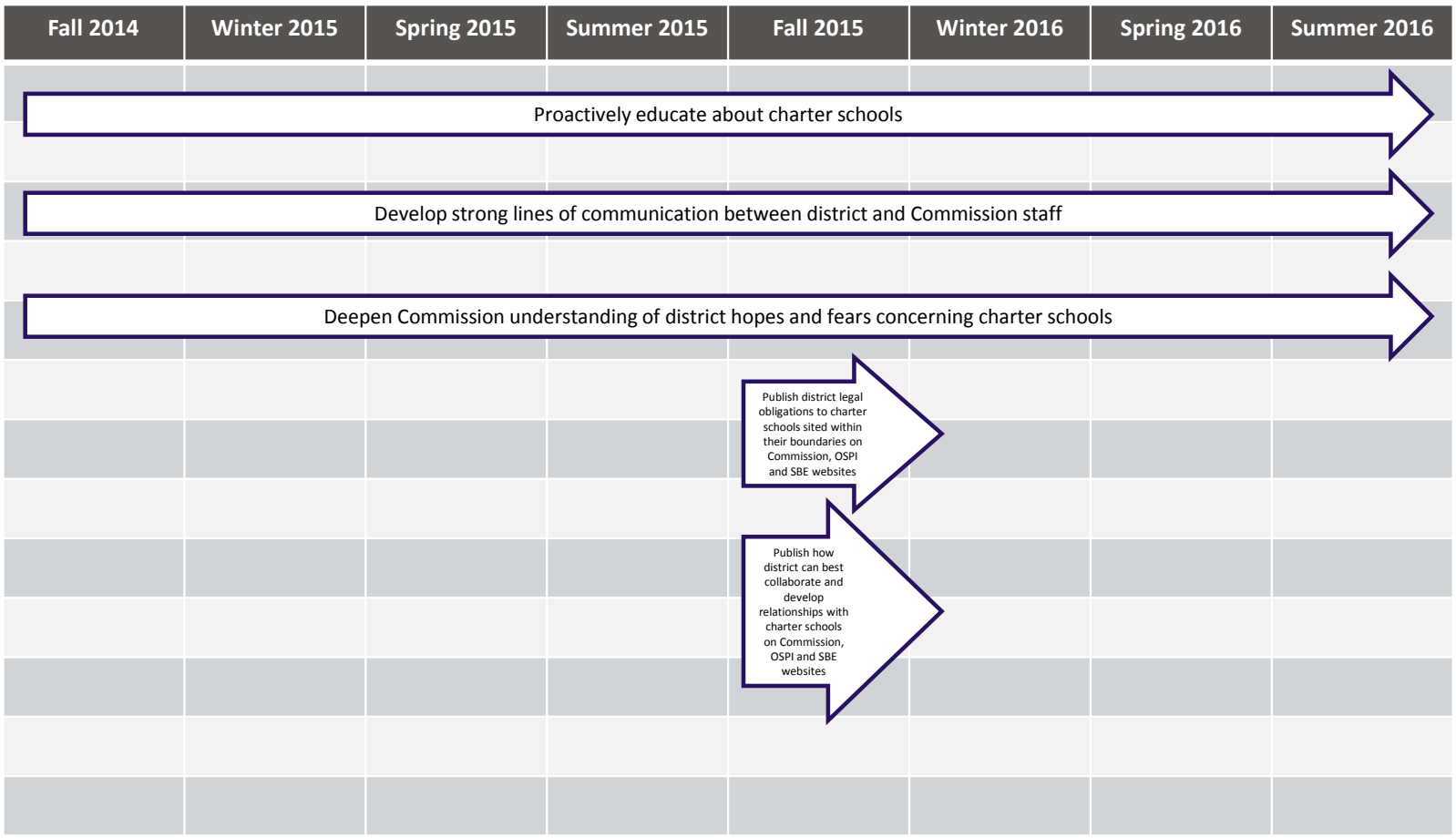


Outreach to Communities of Color Fall 2014-Summer 2016

Appendix E-1



Foster Connections to Public Schools Fall 2014-Summer 2016



Foster Positive Political Climate and Support Fall 2014-Summer 2016

Fall 2014	Winter 2015	Spring 2015	Summer 2015	Fall 2015	Winter 2016	Spring 2016	Summer 2016
Proactively educate about charter schools							
Annual legislative engagement strategy							
Legislative support for charter schools							

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Strategic Plan feedback was requested from the following Stakeholders

Washington Charter Schools	Excel Public Charter School, Kent First Place Scholars Charter School, Highline Green Dot Public Schools, Tacoma PRIDE Prep Charter School, Spokane Rainier Prep, South Seattle SOAR Academy, Tacoma Summit Public Schools,-Olympus, Tacoma Summit Public Schools- Sierra, South Seattle
Washington Charter School Association	Marta Reyes-Newberry, Mitch Price, Lisa MacFarlane - Board
State Board of Education (SBE)	Ben Rarick, Jack Archer,
OSPI	Superintendent Dorn, Dierk Meierbachtol,
Educational Service Districts (ESDs)	Dana Anderson ESD 113 John Welch PSESD
District Superintendents And/or designee	Kent: Edward Lee Vargas Highline: Susan Enfield Seattle: Larry Nyland, Charles Wright and Clover Codd Tacoma: Carla Santorno Spokane: Shelley Redinger
Center for Reinventing Public Education (CRPE)	Sarah Yatsko and Robin Lake
Community Stakeholders	Jana Carlisle (Partnership for Learning)
WA Student Achievement Council	Gene Sharratt
League of Education Voters (LEV)	Chris Korsmo
Gates Foundation	Telca Karen Porras
Other Charter Authorizers	Jeannette Vaughn
Community at large	Educational Opportunity Gap Oversight and Accountability Committee: Co-Chair Frieda Takamura

WA CHARTERS SCHOOL LEADERSHIP AND DESIGN FELLOWSHIP

The WA Charters School Leadership and Design Fellowship is a small, cohort-based incubation experience for individuals/teams ready to participate in the first phase of a multi-phase series of supports to design and open a high-quality school. Applications for our 2019 cohort open on January 3 and close on February 8, 2019.

SCHOOL OPENING PATHWAY

PHASE I	THE FELLOWSHIP: DESIGNING YEAR	JUNE 2019 – JUNE 2020

- Award of stipend (typically $90,000) for one full-time Fellow or to be split amongst a school design team.
- Support submission of high-quality charter application to authorizer
- Weekly project management coaching calls
- Monthly professional development to support school design and application writing that includes curated resources and connections to leaders in the field
- 501(c)(3) establishment and graphic design support
- Guided trip and travel stipend to visit high-performing charter schools
- Multiple reviews of application draft, including by external consultant and budget experts
- Support with community engagement activities, including planning a public forum
- Assistance with board member recruitment and training, including preparation for capacity interview
- Connection to facilities support organization Washington Charter School Development
- Assistance with securing additional grants to support both planning and implementation

DESIGNING TRANSFORMATIONAL SCHOOLS

WA Charters is model agnostic, and we work with leaders designing a variety of school model types. We do, however, believe that transformational schools have certain things in common and we encourage our Fellows to incorporate the following principles as they design new models. Transformational schools make a commitment to:

- Diversity, equity and inclusion at all levels (students, families, staff, teachers, board).
- Post-secondary readiness for ALL students, in four-year or two-year colleges, or other rigorous pathways chosen by the student and his/her family.
- Students-first model design that includes personalization and restorative practices to meet the academic and social-emotional needs of the whole child.
- A foundation of strong leadership and exceptional teaching.
- Authentic engagement with families and communities to co-create solutions to serve educational needs within the community.
- Collaboration and partnership to ensure growth of a healthy public education sector.

SEEKING TRANSFORMATIONAL LEADERS

We believe strong leadership and dynamic teams are the cornerstones of a great school. The strongest candidates for the Fellowship:

Lead for equity | Our school leaders know that there is a real, pervasive, and unjust opportunity gap in our state, and they create schools that promote high expectations for ALL students.

Build strong, diverse teams | Our school leaders attract and retain talented, high-capacity, racially diverse teams with complementary strengths, backgrounds, and experiences.

Co-create with communities | Our school leaders believe in the power of communities to develop solutions, and they engage in continuous collaboration with families and community members.

Have a track record of success with students | Our school leaders know that success is possible for all students because they've achieved it.

Focus on teaching and learning | Our school leaders seek out the most current research on learning science and curriculum and instruction to ensure exceptional teaching and authentic learning.

Reimagine the school experience | Our school leaders know that the one-size-fits-all approach to education is not working for all kids. They are evolving the definition of school and bringing forward new experiences that deepen learning.

Hold compelling visions and execute with tenacity | Our school leaders demonstrate that vision and execution are interdependent and essential for success. They sweat the small stuff.

Communicate clearly and persuasively to a range of audiences | Our school leaders inspire others with the story of their school and its mission, elevating not only their school, but all high-quality charter public schools with it.

Are innovative, flexible, and comfortable with ambiguity | Our school leaders understand the process of opening a charter public school in a new sector is unpredictable. They can adapt as needed and lead their teams through uncharted territory.

Have faced setbacks and prevailed | Our school leaders are determined. They have faced setbacks, professionally or personally, and come out on top.

For more information, visit wacharters.org/startaschool or contact [redacted]

Appendix F:13 - ESSA 4303(h)(1-6) Defined use of Local Funds

ESSA 4303(h)(1-6)
(h) LOCAL USES OF FUNDS-…shall include one or more of the following activities: *(1) Preparing teachers, school leaders, and specialized instructional support personnel, including through paying the costs associated with—* *(A) providing professional development; and* *(B) hiring and compensating, during the eligible applicant's planning period specified in the application for subgrant funds that is required under this section, one or more of the following:* *(i) Teachers* *(ii) School leaders* *(iii) Specialized instructional support personnel* *(2) Acquiring supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials).* *(3) Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction).* *(4) Providing one-time, startup costs associated with providing transportation to students to and from the charter school.* *(5) Carrying out community engagement activities, which may include paying the cost of student and staff recruitment.*

(6) Providing for other appropriate, non-sustained costs related to the activities described in subsection (b)(1) when such costs cannot be met from other sources.

WASHINGTON STATE
Charter School Commission
STUDENTS • INNOVATION • TRANSPARENCY

NEW CHARTER SCHOOL APPLICATION EVALUATION RUBRIC

For Schools Opening in the 2020-2021 School Year

Issue Date: September 04, 2018

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Washington State Charter School Commission

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For more information about the contents of this document, please contact:
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[redacted]

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CONTENTS

About this Document 4
Introduction 4
Rating Characteristics 5
Category 2: Executive Summary 6
Section 1: Executive Summary 6
Category 3: Educational Program Design And Capacity 8
Section 2: Family and Community Involvement 8
Section 3: Program Overview 11
Section 4: Curriculum and Instructional Design 12
Section 5: Student Performance Standards 14
Section 6: High School Graduation Requirements (High Schools Only) 15
Section 7: School Calendar and Schedule 16
Section 8: School Culture 18
Section 9: Supplemental Programming 19
Section 10: Special Populations and At-Risk Students 21
Section 11: Student Recruitment and Enrollment 24
Section 12: Student Discipline Policy and Plan 25
Section 13: Educational Program Capacity 27
Category 4: Operations Plan And Capacity 31
Section 14: Legal Status and Governing Documents 31
Section 15: Organization Structure and Partnerships 33
Section 16: Governing Board 34
Section 17: Advisory Bodies 39
Section 18: Grievance /Complaint Process 40
Section 19: District Partnerships 41
Section 20: Education Service Providers (ESP) and Other Partnerships 42
Section 21: Staffing Plans, Hiring, Management, and Evaluation 43

Section 22: Professional Development 46
Section 23: Performance Framework 48
Section 24: Facilities 51
Section 25: Start-Up and Ongoing Operations 53
Section 26: Operations Capacity 55
Category 5: Financial Plan And Capacity 56
Section 27: Financial Plan 56
Section 28: Financial Management Capacity 59
Existing Operators 60
Section 29: Existing Operators 60
OPTIONAL FEDERAL CHARTER SCHOOL PROGRAM (CSP) PLANNING AND IMPLEMENTATION GRANT 61
Section 30: Federal Charter School Program Subgrant Application 61

ABOUT THIS DOCUMENT

Introduction

The New Charter School Application Evaluation Rubric (Rubric) provides the authorizer and application evaluators with a means of determining the quality of a charter school application. The *Rubric* is also intended to provide a common language for evaluators to draw on during the application evaluation process, to include:

- During Initial Evaluations
- During Panel Calls
- During Capacity Interviews
- During Final Evaluations

The criteria and several indicators of quality are provided for each section of the application. A proposal that sufficiently addresses the section will score either a "Meets" or "Exceeds" for that section. It should be noted that an application scoring an "Exceeds" is exemplary and exceeds the expectations of reviewers.

An application scoring a "Partially Meets" on a section would only partially meet the expectation, and scoring a "Does Not Meet" signifies that the application does not meet the expectation.

The application evaluators must objectively review the scores for each section of a category in order to provide an overall score for each of the application categories. It is appropriate for authorizers to identify priority sections and to weight certain sections of the application based on those priorities.

It should be understood that opening and maintaining a successful, high-performing charter school depends on having a complete, coherent plan and identifying highly capable individuals to execute that plan. It is not an endeavor for which strengths in some areas can compensate for material weaknesses in others. *Therefore, in order to receive a recommendation for approval, applications must maintain a "Meets" rating in all categories.*

Before being assigned to evaluators, proposals will have already been reviewed for completeness by Washington State Charter School Commission staff. For this reason, Category 1: General Information will not be evaluated as a part of the *Rubric*, as its contents are administrative in nature.

Rating Characteristics

The evaluation team assesses each application against the *Rubric*. In general, the following definitions guide evaluator ratings:

Exceeds

Thorough, compelling, sophisticated understanding of the concept.

Meets

Clear and complete response to all aspects, demonstrates capacity.

Partially Meets

Partial, insufficient details, some capacity.

Does Not Meet

Provides little or no evidence of capacity or understanding.

CATEGORY 2: EXECUTIVE SUMMARY

Section 1: Executive Summary					
Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Educational Needs, Student Population, and Non-Academic Challenges	The executive summary fails to address key criteria; provides little or no evidence of the school's educational need and anticipated student population, and/or the educational need and anticipated student population, and/or a description of how the school will increase opportunities for at-risk students, and/or how the applicant team has assessed demand and/or need for the school.	The executive summary *partially* outlines the anticipated student population, though it is unclear and provides insufficient detail about the educational need and anticipated student population and/or a description of how the school will increase opportunities for at-risk students and/or how the applicant team has assessed demand and/or need for the school.	The executive summary clearly outlines a description of the proposed student population and the educational needs of the anticipated student population and non-academic challenges the school is likely to encounter, the rationale for the number of students and grade levels served in year one of the attendance projection and the basis for the growth plan in the enrollment attendance projection. There is a description of how the school will increase opportunities for at-risk (as defined in RCW 28A.710.010) students and how the applicant team has assessed demand and/or need for the school. **(Attachment 1)**	The applicant has convincingly demonstrated a solid understanding of the anticipated student population and capacity to implement the proposed school plan in its description of the proposed student population and the educational needs of the anticipated student population and non-academic challenges the school is likely to encounter, the rationale for the number of students and grade levels served in year one of the attendance projection. There is a description of how the school will increase opportunities for at-risk students and how the applicant team has assessed demand and/or need for the school and the basis for the growth plan in the enrollment attendance projection, and how the applicant team has assessed demand and/or need for the school. **(Attachment 1)**	
Geographic Location	The applicant has provided little to no description of the geographic location of the school, and/or the rationale for selecting the school location, and student body; and identified any enrollment priorities the school intends to employ, and has not demonstrated an understanding of the applicable restrictions on enrollment eligibility and selection.	The description of the geographic location of the school, the rationale for selecting the school location and student body; and identified any enrollment priorities the school intends to employ is insufficient in detail, and/or inconsistent with applicable restrictions on enrollment eligibility and selection.	The applicant has completely described the geographic location of the school, the rationale for selecting the school location, and student body; and identified any enrollment priorities the school intends to employ, and is consistent with applicable restrictions on enrollment eligibility and selection.	The applicant has provided abundant and comprehensive evidence to support the geographic location of the school, the rationale for selecting the school location, and student body; and identified any enrollment priorities the school intends to employ, and is consistent with applicable restrictions on enrollment eligibility and selection.	

Section 1: Executive Summary

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
School Plan, Mission, Vision, and Goals	The mission statement has little or no description of the students and community to be served, school goals, what success will look like, and/or no alignment with Washington charter law and the Commission's stated priorities.	The mission statement insufficiently describes the students and community to be served, school goals, what success will look like, and/or insufficiently aligns with Washington charter law and the Commission's stated priorities.	The applicant has provided a clear school plan with a description of the students and community to be served, a mission and vision statement, measurable school goals , what success will look like, and aligns with Washington charter law and the Commission's stated priorities.	The applicant has demonstrated a high degree of implementation capacity in its clear and comprehensive description of the school plan and the students and community to be served, the mission and vision statement, measurable school goals what success will look like, and aligns with Washington charter law and the Commission's stated priorities.	
Request for Additional Planning Year	If the applicant has requested to delay opening their school for one year, the applicant has provided little to no rationale for this request and has provided little or no description of the circumstances surrounding the proposed delay in opening the school.	If the applicant has requested to delay opening their school for one year, the applicant has provided a vague and limited rationale for this request and/or description of the circumstances surrounding the proposed delay in opening the school.	If the applicant has requested to delay opening their school for one year, the applicant has provided a rationale for this request and has described the circumstances surrounding the proposed delay in opening the school.	If the applicant has requested to delay opening their school for one year, the applicant has provided a strong rationale for this request and has described compelling circumstances surrounding the proposed delay in opening the school.	

CATEGORY 3: EDUCATIONAL PROGRAM DESIGN AND CAPACITY

Section 2: Family and Community Involvement					
Topic	**Ranking**				
	Does Not Meet	**Partially Meets**	**Meets**	**Exceeds**	**N/A**
Family and Community Assessment and Engagement to Date	The applicant has provided little or no description and/or evidence of the specific role to date of the parents/guardians and community members involved in developing the proposed school and/or any other evidence of parent/guardian and community support for the proposed charter school. The applicant has provided little or no evidence that the school has assessed and built parent/guardian and community demand for the proposed school and/or little to no description how the school will engage families and community members from the time that the school is approved through opening.	The applicant has described and provided evidence on the role to date of the parents/guardians and community members involved in developing the proposed school and has mentioned other evidence of parent/guardian and community support for the proposed school, though the information is limited and lacking in sufficient detail to determine engagement (**Attachment 2**). The applicant has demonstrated some assessment of parent/guardian and community demand for the proposed school, though its description of how the school will engage families and community members from the time that the school is approved through opening has limited outreach strategies, and the nature of family and community engagement is unclear.	The applicant has described and provided evidence on the specific role to date of the parents/guardians and community members involved in developing the proposed school and has included any other evidence of parent/guardian and community support for the proposed charter school (**Attachment 2)**. The applicant demonstrates that the school has assessed and built parent/guardian and community demand for the proposed school and describes how the school will engage families and community members from the time that the school is approved through opening.	The applicant has articulately described, in detail, and provided evidence on the specific role to date of the parents/guardians and community members involved in developing the proposed school and has included any other evidence of parent/guardian and community support for the proposed charter school (**Attachment 2**). The applicant convincingly demonstrates that the school has assessed and built strong parent/guardian and community demand for the proposed school and comprehensively describes how the school will engage families and community members from the time that the school is approved through opening with realistic and diverse outreach strategies designed to reach a broad audience and ensure genuine community and family engagement.	

Section 2: Family and Community Involvement

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Family Engagement and Cultural Inclusiveness (Ongoing)	There is little or no description of how the school will engage parents/guardians in the life of the school and/or how this plan will be culturally inclusive. There are little or no plans for building family-school partnerships that strengthen support for learning and encourage parental involvement and/or a description of any commitments or volunteer activities the school will seek from or offer to parents/guardians.	There is a description of how the school will engage parents/guardians in the life of the school, though it is limited in its description of cultural inclusiveness. The plan for building family-school partnerships that strengthen support for learning and encourage parental involvement and the description of any commitments or volunteer activities the school will seek from or offer to parents/guardians has limited evidence of activities and/or plans for involvement.	There is a description of how the school will engage parents/guardians in the life of the school and how this plan will be culturally inclusive. There is a plan for building family-school partnerships that strengthen support for learning and encourage parental involvement and a detailed description of any commitments or volunteer activities the school will seek from or offer to parents/guardians.	There is a sophisticated and high level description of how the school will engage parents/guardians in the life of the school and how this plan will be culturally inclusive. The plan for building family-school partnerships that strengthen support for learning and encourage parental involvement is realistic, strong and aligned with the detailed description of any commitments or volunteer activities the school will seek from or offer to parents/guardians	
Community Resources/Contractual and other Partnerships	There is little or no description of the community resources that will be available to students and families, of any existing and anticipated partnerships the school has or will have with community organizations, businesses, or other educational institutions, and the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. There is little or no evidence of support from intended community partners.	There is a partial description of the community resources that will be available to students and families, any existing and anticipated partnerships the school has or will have with community organizations, businesses, or other educational institutions, and the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. There is minimal evidence of support from intended community partners, such as letters of intent/ commitment, memoranda of understanding, and/or contracts have been provided.	There is a description of the community resources that will be available to students and families. There is a description of any existing and anticipated partnerships the school has or will have with community organizations, businesses, or other educational institutions, and the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. There is evidence of support from intended community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts have been provided.	There is a thorough and convincing description of the community resources that will be available to students and families, and any existing and anticipated partnerships the school has or will have with community organizations, businesses, or other educational institutions, and the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. There is compelling and diverse evidence of support that spans various intended community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts have been provided.	

Section 2: Family and Community Involvement

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Overall	Overall, the applicant has **not** demonstrated an understanding of genuine, culturally inclusive family and community engagement.	Overall, the applicant has demonstrated a limited understanding of culturally inclusive family and community engagement.	Overall, the applicant has demonstrated an understanding of genuine, culturally inclusive family and community engagement.	Overall, the applicant has clearly and convincingly demonstrated a thorough understanding of genuine, meaningful culturally inclusive family and community engagement and has strong potential for sustained family and community involvement.	

Section 3: Program Overview

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Educational Program Terms	There is little or no information regarding the essential design elements of the school model, and/or the applicant has not provided at least three measurable Educational Program Terms.	The essential design elements of the school model and the Educational Program Terms (at least three) lack clarity and/or are not all measurable.	The applicant has provided the essential design elements of the school model, and at least three (no more than five) specific and measurable Educational Program Terms.	The applicant has convincingly and comprehensively summarized the essential design elements of the school model, and provided at least three (no more than five) specific and measurable Educational Program Terms.	
Research Driven Program	Based on its description, the applicant has demonstrated little to no understanding of the research-based and/or other evidence that promises success for this program with the anticipated student population.	The applicant has demonstrated a limited understanding of the research-based and/or other evidence that promises success for this program with the anticipated student population.	The applicant has provided evidence that the Educational Program or essential design elements of the program are based on proven methods and provided evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population.	The applicant has provided strong and convincing evidence that the educational program or essential design elements of the program are based on proven methods and provided evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population.	
Culturally Responsive Program	The applicant has provided little to no mention of the instructional methods and assessment strategies and/or has provided little to no description of the culturally responsive instructional aspects of the program.	The applicant minimally mentions the instructional methods and/or does not describe in sufficient detail the impact of the culturally responsive instructional aspects of the program on the proposed student population.	The applicant has described the culturally responsive instructional aspects of the educational program.	The applicant has clearly and comprehensively described the culturally responsive instructional aspects of the program and provided strong evidence and a sophisticated understanding of the impact of the culturally responsive aspects of the program on the targeted student population.	
Overall	Overall, the applicant has provided little or no description of its educational program model and/or does not demonstrate an understanding of its educational program terms and design.	Overall, the applicant has insufficiently described its educational program and/or demonstrates a limited understanding of its education program terms and/or design.	Overall, the applicant has described a strong educational program model and demonstrated an understanding of its educational program.	Overall, the applicant has described a sophisticated educational program model with evidence that the education program terms and design elements are based on proven methods, have a sound base in research, theory, and/or experience, and are rigorous, engaging, culturally relevant, and effective for the anticipated student population. There is a high likelihood for success.	

Section 4: Curriculum and Instructional Design

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Basic Learning Environment	There is little or no description of the basic learning environment and/or reference to class size and structure, and/or mission and vision, or cultural responsiveness.	The description of the basic learning environment is limited and/or only includes some of the required information, and/or is not aligned to the school mission and vision.	The description of the basic learning environment is clear, includes class size and structure, is aligned to the school's mission and vision, and describes evidence that the learning environment is culturally responsive, appropriate and effective for the anticipated students.	The description of the basic learning environment is clear, comprehensive and includes class size and structure, is well aligned to the school's mission and vision, and demonstrates a sophisticated understanding of cultural responsiveness and will be appropriate and effective for the anticipated students.	
Curriculum Overview	There is little or no description of school curricula that are aligned to applicable state standards, and/or there is no description of the appropriate course outcomes and/or a scope and sequence.	The description of the school's curricula has partially or insufficiently demonstrated alignment to applicable state standards and/or has not demonstrated appropriate course outcomes, and/or a scope and sequence.	There is an overview of the school's curricula which demonstrates alignment to applicable state standards with the appropriate course outcomes. A sample scope and sequence for one subject in one grade of each division (elementary, middle and high) the school will serve is provided in **Attachment 3**.	The description of the school's curricula contains abundant detail to demonstrate strong alignment to applicable state standards, appropriate course outcomes, and a complete and comprehensive scope and sequence is provided in **Attachment 3**.	
Curriculum Development	The applicant has provided little to no description of the curricular choices, textbook selection, and the rationale for each, and/or not described the evidence that these curricula will be appropriate and effective for the anticipated student population, and/or has provided little to no description of how the curriculum is vertically and horizontally aligned for all grades the school will serve. **OR** If the applicant plans to develop a curriculum, there is little or no description regarding how the curriculum will be developed.	The applicant has minimally addressed the curricular choices, textbook selection, and the rationale for each, and/or not described the evidence that these curricula will be appropriate and effective for the anticipated student population, and/or not provided a sufficient description of how the curriculum is vertically and horizontally aligned for all grades the school will serve. **OR** If the applicant plans to develop a curriculum, there is a limited and/or incomplete description regarding how the curriculum will be developed.	The applicant has described the curriculum, summarized the curricular choices such as textbook selection, by subject, and the rationale for each, described the evidence that these curricula will be appropriate and effective for the anticipated student population, and a description of how the curriculum is vertically and horizontally aligned for all grades the school will serve. **OR** If the applicant plans to develop a curriculum, a detailed description regarding how the curriculum will be developed, including who will be responsible and when key stages will be completed and how the curriculum will be vertically and horizontally aligned for all grades the school will serve, is provided in **Attachment 4**.	The applicant has comprehensively described the curriculum and its alignment to the Educational Program Terms, summarized the curricular choices such as textbook selection, by subject, and the rationale for each, and provided a thorough description of how the curriculum is vertically and horizontally aligned for all grades and the anticipated student population the school will serve. **OR** If the applicant plans to develop a curriculum, a detailed, comprehensive, and well-articulated description regarding how the curriculum will be developed is provided in **Attachment 4.**	

Section 4: Curriculum and Instructional Design

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Instructional Strategies	There is little or no description of the primary instructional strategies, and/or a rationale for why the listed strategies are being used and their cultural responsiveness. And/or the described processes, methods and systems teachers will have for providing differentiated instruction to meet the needs of all students was not addressed.	The description of the primary instructional strategies is limited and/or the rationale for why the listed strategies are being used and/or their cultural responsiveness is insufficient in detail. And/or the described processes, methods and systems teachers will have for providing differentiated instruction to meet the needs of all students is lacking detail.	The applicant has provided a description of the primary instructional strategies, along with a rationale for why the listed strategies are being used and their cultural responsiveness to the anticipated student population, and described the processes, methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.	There is a detailed, sophisticated, and comprehensive description of the primary instructional strategies along with compelling research, or experience-based rationale for why the listed strategies are being used and how they are culturally responsive and responsive to the anticipated student population. There is a comprehensive and relevant description of the processes methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.	

Section 5: Student Performance Standards

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Student Performance Standards	There is little or no description of the student performance standards for the school as a whole.	There is a description of the student performance standards for the school as a whole, though, the description does not address all grades and is limited in detail.	There is a description of the student performance standards for the school as a whole and they are aligned with state standards.	There is a comprehensive description of the student performance standards for the school as a whole. The clear alignment of the standards to the educational program and essential design elements further demonstrate the applicant's thorough understanding of performance standards and capacity to implement high standards for student success.	
Academic Standards Beyond State Standards	If the applicant plans to adopt or develop additional academic expectations beyond the state standards, there is little or no explanation and/or rationale of the expectations (e.g. content areas, grade levels).	If the applicant plans to adopt or develop additional academic expectations beyond the state standards, there is a minimal and/or limited explanation and/or rationale for the expectations (e.g. content areas, grade levels).	If the applicant plans to adopt or develop additional academic expectations beyond the state standards, a clear explanation and rationale of the expectations (e.g. content areas, grade levels) is provided.	If the applicant plans to adopt or develop additional academic expectations beyond the state standards, there is a clear, comprehensive and compelling explanation and rationale of the expectations (e.g. content areas, grade levels) and alignment to the educational program is provided.	
Grade Promotion	The applicant has insufficiently or not addressed policies, standards, and/or expectations for promoting students from one grade to the next, and/or a plan for clearly communicating these criteria to staff, students, and families.	The applicant has mentioned the policies, standards, and expectations for promoting students from one grade to the next and that they are based on research and/or best practices, a plan for communicating these criteria to staff, students, and families is included, though said policies, standards and plan are limited and have insufficient detail and description.	The proposed policies, standards, and expectations for promoting students from one grade to the next are based on research and/or best practices and there is a culturally responsive plan for clearly communicating these criteria to staff, students, and families.	The proposed policies, standards, and expectations for promoting students from one grade to the next are based on research and/or best practices, demonstrate high standards for students and are well aligned to the school's education program, mission and vision. The applicant has provided a strong culturally responsive plan for clearly communicating these criteria to staff, students, and families.	
Exit Standards	The applicant has provided little to no description of the school's exit standards for graduating students, it is unclear what students in the last grade served must know and be able to do to meet or exceed all state grade level expectations (**Attachment 5**).	The applicant has provided the school's exit standards for graduating students, though it is not clear what students in the last grade served will know and be able to do to meet or exceed all state grade level expectations, and/or the applicant has demonstrated a weak understanding of exit standards (**Attachment 5**).	The applicant has provided the school's exit standards for graduating students (**Attachment 5**) which clearly set forth what students in the last grade served will know and be able to do, and meet or exceed all state grade level expectations.	The applicant has provided the school's exit standards for graduating students (**Attachment 5**) which clearly set forth what students in the last grade served will know and be able to do, and meet or exceed all state grade level expectations.	

Section 6: High School Graduation Requirements (High Schools Only)

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Exit Standards	There is little or no description of how the school will meet the requirements described in **Attachment 5**, and/or little or no explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, there is not an explanation of the additional requirements.	There is a limited description with insufficient detail on how the school will meet the requirements described in **Attachment 5**, along with an explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered; and if graduation requirements for the school will exceed state standards, an explanation of the additional requirements was minimally described.	There is a description of how the school will meet the requirements described in **Attachment 5**, along with an explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, there is an explanation of the additional requirements.	There is a clear and comprehensive description of how the school will meet the requirements described in **Attachment 5**, along with a strong explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, there is an explanation of the additional requirements.	
Career/College Readiness	There is little or no explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce).	The explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce) lacks clarity and sufficient detail.	There is an explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce).	There is a clear and convincing description of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce).	
Dropout Prevention	There is little or no explanation of the systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.	There is a limited or insufficient explanation of the systems and structures the school will implement for serving students at risk of dropping out and/or not meeting the proposed graduation requirements.	There is a clear description of the systems and structures the school will implement for serving students at risk of dropping out and/or not meeting the proposed graduation requirements.	There is a thorough and sophisticated description of the systems and structures used for students at risk of dropping out and/or not meeting graduation requirements, which demonstrates a strong understanding of at-risk student needs and a high potential for student success.	

Section 7: School Calendar and Schedule

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Annual Academic Schedule	There is little or no description of the annual academic schedule for the school, how the calendar reflects the needs of the educational program and meets Washington State minimum instructional requirements as stated in RCW 28A.150.220(2). The school's proposed calendar for the first year of operation does not include the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days (**Attachment 6**).	There is a description of the annual academic schedule for the school, though it does not clearly explain and/or demonstrate how the calendar reflects the needs of the educational program and meets Washington State minimum instructional requirements as stated in RCW 28A.150.220(2). The school's proposed calendar for the first year of operation lacks sufficient detail regarding the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days (**Attachment 6**).	There is a clear description of the annual academic schedule for the school which explains and demonstrates how the calendar reflects the needs of the educational program and meets Washington State minimum instructional requirements as stated in RCW 28A.150.220(2). The school's proposed calendar for the first year of operation includes the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days (**Attachment 6**).	There is a clear and compelling description of the annual academic schedule for the school which explains and demonstrates how the calendar reflects the needs of the educational program and meets or exceeds Washington State minimum instructional requirements as stated in RCW 28A.150.220(2). The school's proposed calendar for the first year of operation includes the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days (**Attachment 6**).	
Daily and Weekly Schedule	The applicant has provided little or no evidence regarding the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects, and/or there is little or no explanation on how the school's daily and weekly schedule will be optimal for student learning. **Attachment 6** is missing or incomplete.	The applicant has provided limited and insufficient detail regarding the structure of the school day and week, including the number of instructional hours/ minutes in a day for core subjects such as language arts, mathematics, science, and social studies, the start and dismissal times. There is a minimal explanation why the school's daily and weekly schedule will be optimal for student learning. The minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade has been provided along with a sample daily and weekly schedule for each division of the school (**Attachment 6**), though the applicant has demonstrated a limited or incomplete understanding of the instructional time necessary for optimal student learning.	The applicant describes the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies, as well as any school-specific educational program terms or design elements and the start and dismissal times. There is an explanation why the school's daily and weekly schedule will be optimal for student learning. The minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade has been provided along with a sample daily and weekly schedule for each division of the school (**Attachment 6**).	The applicant has comprehensively described the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies, as well as any school-specific educational program terms or design elements and the start and dismissal times. There is a strong and sophisticated explanation as to why the school's daily and weekly schedule will be optimal for student learning. The minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade has been provided along with a realistic and compelling sample daily and weekly schedule for each division of the school (**Attachment 6**). Overall, the applicant has provided exceptional evidence of a compelling	

Section 7: School Calendar and Schedule

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
				daily and annual school schedule that will lead to optimal learning.	

Section 8: School Culture

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Culture of the School	There is little or no description of the culture of the proposed school or an explanation of how it will promote a positive and culturally inclusive academic environment and reinforce intellectual and social development for students.	The description of the culture of the proposed school lacks sufficient detail as to how it will promote a positive and culturally inclusive academic environment and reinforce intellectual and social development for students.	There is a description of the culture of the proposed school, explaining how it will promote a positive and culturally inclusive academic environment and reinforce intellectual and social development for students.	There is a compelling description of the culture of the proposed school, explaining how it will promote and sustain a positive and culturally inclusive academic environment and reinforce intellectual and social development for students. The applicant's description demonstrates a solid understanding and strong capacity to practice cultural inclusiveness.	
Establishing and Maintaining Culture	There is little or no description for how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, and/or there is little or no description of a plan for enculturating students who enter the school mid-year.	There is a limited explanation of how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, including a plan for enculturating students who enter the school mid-year; demonstrates a limited or incomplete understanding of how to create and implement a positive school culture.	There is a description for how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, including a plan for enculturating students who enter the school mid-year.	There is a well-articulated, comprehensive and compelling description for how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, including a plan for enculturating students who enter the school mid-year.	
Cultural Responsiveness	There is little or no explanation for how the school culture will be culturally responsive, take account of and serve all students, including students receiving special education services, English Language Learners (ELLs) and any student at risk of academic failure.	The explanation for how the school culture will be culturally responsive, take account of and serve all students, including students receiving special education services, English Language Learners (ELLs) and any student at risk of academic failure is limited and/or does not provide sufficient detail to determine how the school culture will be responsive to all students.	There is a clear and detailed explanation for how the school culture will be culturally responsive, take account of and serve all students, including students receiving special education services, English Language Learners (ELLs) and any student at risk of academic failure.	The applicant's explanation for how the school culture will be culturally responsive, take account of and serve all students, including receiving special education services, English Language Learners (ELLs) and any student at risk of academic failure clearly demonstrates the applicant's thorough understanding and capacity to ensure cultural inclusive-ness and responsiveness for all students.	
Typical School Day (Student and Teacher)	The applicant has provided little or no description of a typical school day from the perspective of a student and/or a teacher.	The applicant has provided a limited description with insufficient detail to determine what a typical school day would look like from the perspective of a student and/or from the perspective of a teacher.	The applicant has described a typical school day from the perspective of a student and a typical school day from the perspective of a teacher.	The applicant has described a compelling typical school day from the perspective of a student and from the perspective of a teacher and clearly demonstrates the applicant's understanding and capacity to ensure cultural inclusiveness and responsiveness for all students and staff.	

Section 9: Supplemental Programming

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Summer School (If Applicable)	The applicant has provided little or no description of the proposed summer school offerings including the schedule, length, anticipated participants and/or how they will be identified, and the process for determining attendance when interest exceeds capacity.	The description of the proposed summer school offerings is limited and lacks sufficient detail to fully determine the adequacy of the following: schedule, length, anticipated participants and how they will be identified, and the process for determining attendance when interest exceeds capacity.	If the applicant has proposed to operate summer school, it has provided a comprehensive description of the proposed summer school offerings including the schedule, length, anticipated participants and how they will be identified, and the process for determining attendance when interest exceeds capacity. There is a clear plan for resource and staffing needs which is also reflected in the budget.	If the applicant has proposed to operate summer school, the applicant has provided a comprehensive and compelling description of the proposed summer school offerings including the schedule, length, anticipated participants. The applicant has clearly demonstrated how participants will be identified and the process for determining attendance when interest exceeds capacity, and how the program aligns with the mission, vision and educational program. There is a clear plan for resource and staffing needs which is also reflected in the budget.	
Extra or Co-Curricular Activities	There is little or no description of culturally responsive extra-curricular, co-curricular, or other student-focused activities or programming the school will offer and how they will be delivered and funded. And/or there is no description of how the school will pay for student participation in district sponsored interscholastic programs	The description of culturally responsive extra-curricular, co-curricular, or other student-focused activities or programming the school will offer and how they will be delivered and funded is limited in scope and/or does not provide sufficient detail to determine sufficient resources and/or program viability. And/or the applicant minimally addressed how the school will pay for student participation in district sponsored interscholastic programs	There is a clear description of culturally responsive extra-curricular, co-curricular, or other student-focused activities or programming the school will offer and how they will be delivered and funded, including the schedule, length, and anticipated participants. There is a description of how the school will pay for student participation in district sponsored interscholastic programs.	There is a clearly articulated and detailed description of culturally responsive extra-curricular, co-curricular, or other student-focused activities or programming the school will offer and how they will be delivered and funded, including the schedule, length, and anticipated participants, and how the school will pay for student participation in district sponsored interscholastic programs. The applicant has clearly and comprehensively demonstrated how participants will be identified and the process for determining attendance when interest exceeds capacity, and how the program aligns with the mission, vision and educational program.	

Section 9: Supplemental Programming

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Student Mental, Emotional, And Social Development and Health	There is little or no description of culturally responsive programs that address the mental, emotional, and social development and health of ALL students, including how the program will be funded and how those programs will meet the unique needs of the student population.	The description of culturally responsive programs that address the mental, emotional, and social development and health of ALL students, including how the program will be funded and how those programs will meet the unique needs of the student population is limited in scope and/or does not provide sufficient detail to determine if the programs are culturally responsive.	There is a clear description of culturally responsive programs that address the mental, emotional, and social development and health of ALL students, including how the program will be funded and how those programs will meet the unique needs of the student population.	There is a clearly articulated and compelling description of culturally responsive programs that address the mental, emotional, and social development and health of ALL students, including how the program will be funded and how those programs will meet the unique needs of the student population. Additionally, the applicant has addressed community and other agency partners.	
Supplemental Programming Parent Outreach	A culturally inclusive plan for outreach to families to apprise them of supplemental programming opportunities was not provided and/or provided little to no description.	The culturally inclusive plan for outreach to families to apprise them of supplemental programming opportunities is limited and lacks sufficient detail to fully determine its adequacy and/or the applicant's thorough understanding of culturally inclusive outreach.	There is a clear, culturally inclusive plan for outreach to families to apprise them of supplemental programming opportunities.	There is a clear and compelling culturally inclusive plan for outreach to families to apprise them of supplemental programming opportunities. Said plan demonstrates the applicant's thorough understanding of culturally inclusive outreach.	

Section 10: Special Populations and At-Risk Students

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Special Populations Plan	The applicant has provided little to no description of an overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out is limited and lacks sufficient detail. The plan minimally or does not address how the school will meet students' needs in the least restrictive environment.	The overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out, is limited and lacks sufficient detail. The plan minimally addresses how the school will meet students' needs in the least restrictive environment.	There is a description of the overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out. The plan addresses how the school will meet students' needs in the least restrictive environment.	There is a clear and comprehensive description of an overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out. The plan thoroughly addresses how the school will meet students' needs in the least restrictive environment.	
Expected Special Populations	The applicant has provided little or no identification of the special populations and at-risk groups that the school expects to serve and/or not explained the basis for these assumptions, and/or there is little or no description of how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of all students. The applicant has provided little or no capacity to comply with applicable laws and regulations.	The applicant has insufficiently identified the special populations and at-risk groups that the school expects to serve and/or explained the basis for these assumptions, and/or there is insufficient detail on how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of all students. The applicant has insufficiently demonstrated capacity to comply with applicable laws and regulations.	The applicant has identified the special populations and at-risk groups that the school expects to serve and explained the basis for these assumptions. There is an explanation of how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of all students. The applicant has demonstrated capacity to comply with applicable laws and regulations.	The applicant has thoroughly identified the special populations and at-risk groups that the school expects to serve and explained the basis for these assumptions. There is a comprehensive and articulate explanation of how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of all students. The applicant has demonstrated a thorough understanding and capacity to comply with applicable laws and regulations.	

Section 10: Special Populations and At-Risk Students

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
SPED	The applicant has provided little or no explanation on how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. There is little or no description of the specific programs, strategies, and supports the school will provide, and/or no description of the following: methods for student identification, specific instructional programs and practices, plans for monitoring and evaluating academic, social, emotional and functional performance and graduation/promotion, scientifically based research interventions, and qualified staffing for specially designed instruction. Overall, the applicant has demonstrated little understanding of meeting the needs of its students with disabilities.	The applicant has insufficiently explained how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. The programs, strategies, and supports the school will provide lack sufficient details and/or minimally addresses the following: methods for student identification, specific instructional programs and practices, plans for monitoring and evaluating academic, social, emotional and functional performance and graduation/promotion, scientifically based research interventions, and qualified staffing for specially designed instruction.	The applicant has specifically explained how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. The specific programs, strategies, and supports the school will provide, including the following: methods for student identification, specific instructional programs and practices, plans for monitoring and evaluating academic, social, emotional and functional performance and graduation/ promotion, scientifically based research interventions, and qualified staffing for specially designed instruction.	The applicant has comprehensively and completely explained how the school will identify and meet the specific learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Included are complete descriptions of specific programs, strategies, and supports the school will provide, including the following: methods for student identification, specific instructional programs and practices, plans for monitoring and evaluating academic, social, emotional and functional performance and graduation/ promotion, scientifically based research interventions, and qualified staffing for specially designed instruction. The applicant has demonstrated a sophisticated understanding and explanation of how it will serve its students with disabilities.	
ELL	The applicant has provided little or no explanation of how the school will meet the needs of English Language Learner (ELL) students, and/or not included a description of methods for identification, special instructional programs, and plans for monitoring and evaluating student academic progress, providing qualified staffing for ELL instruction and parent notification requirements.	The applicant has provided a limited and insufficient explanation of how the school will meet the needs of English Language Learner (ELL) students, including: methods for identification, special instructional programs, and plans for monitoring and evaluating student academic progress, providing qualified staffing for ELL instruction and parent notification requirements.	The applicant has explained how the school will meet the needs of English Language Learner (ELL) students, including: methods for identification, bilingual or, an alternative instructional program (WAC 392-160-010) instructional program, plans for monitoring and evaluating student academic progress, providing qualified staffing for ELL instruction and parent notification requirements.	The applicant has thoroughly explained how the school will meet the needs of English Language Learner (ELL) students, including: comprehensive methods for identification, special instructional programs, and explicit plans for monitoring and evaluating student academic progress, providing qualified staffing for ELL instruction and parent notification requirements. The applicant has demonstrated a sophisticated understanding and explanation of how it will serve its students who speak a language other than English.	

Section 10: Special Populations and At-Risk Students

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
At-Risk	The applicant has provided little or no explanation of how the school will meet the needs of its at-risk students, and/or not included a description of methods for identification, special instructional programs, and plans for monitoring and evaluating student academic progress, and qualified staffing for instruction.	The applicant has provided a limited and insufficient explanation of how the school will meet the needs of at-risk students, including: methods for identification, special instructional programs, and plans for monitoring and evaluating student academic progress, and qualified staffing for instruction.	The applicant has explained how the school will meet the needs of its at-risk students, including: methods for identification, programs and practices for enhancing their abilities, plans for monitoring and evaluating student academic progress, and qualified staffing for instruction for students who are at-risk.	The applicant has thoroughly explained how the school will meet the needs of at-risk students, including: comprehensive methods for identification, special instructional programs, and explicit plans for monitoring and evaluating student academic progress, and qualified staffing for ELL instruction. The applicant has demonstrated a sophisticated understanding and explanation of how it will serve its students who are at-risk.	
HICAP	The applicant has provided little or no explanation of how the school will meet the needs of its highly capable students, and/or not included a description of methods for identification, special instructional programs, and plans for monitoring and evaluating student academic progress, and qualified staffing for instruction.	The applicant has provided a limited and insufficient explanation of how the school will meet the needs of highly capable students, including: methods for identification, special instructional programs, and plans for monitoring and evaluating student academic progress, and qualified staffing for instruction.	The applicant has explained how the school will meet the needs of its highly capable students, including: methods for identification, special instructional programs, and plans for monitoring and evaluating student academic progress, and qualified staffing for highly capable instruction.	The applicant has thoroughly explained how the school will meet the needs of its highly capable students, including: comprehensive methods for identification, special instructional programs, and explicit plans for monitoring and evaluating student academic progress, and qualified staffing for highly capable instruction. The applicant has demonstrated a sophisticated understanding and explanation of how it will serve its students who are highly capable.	

Section 11: Student Recruitment and Enrollment

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Recruitment and Enrollment Plan	There is little or no description of the culturally inclusive student marketing and recruitment plan and how it will provide equal access to all interested students and families and/or the applicant has minimally or not described the school's plan for outreach to at-risk students.	There is a limited and incomplete description of the culturally inclusive student marketing and recruitment plan and how it will provide equal access to all interested students and families, and/or the applicant has minimally described the school's plan for outreach to at-risk students.	There is a description of the culturally inclusive student marketing and recruitment plan and how it will provide equal access to all interested students and families. The applicant has specifically described the school's plan for outreach to at-risk students.	There is a comprehensive and compelling description of the culturally inclusive student marketing and recruitment plan and how it will provide equal access to all interested students and families The applicant has specifically and completely described the school's plan for outreach to at-risk students.	
Enrollment Policy	There is little or no indication of an enrollment policy and/or a policy inclusive of culturally inclusive strategies and the tentative dates for the application period and enrollment, a timeline for student recruitment/engagement and enrollment, publically noticed and open lottery procedures, and policies and procedures for waiting lists, withdrawals, reenrollment, and transfers (**Attachment 7**).	There is insufficient detail for the enrollment policy including insufficient detail on some/or all of the following: culturally inclusive strategies and/or the tentative dates for the application period and enrollment, a timeline for student recruitment/engagement and enrollment, publically noticed and open lottery procedures, and policies and procedures for waiting lists, withdrawals, reenrollment, and transfers (**Attachment 7**).	There is an enrollment policy which includes culturally inclusive strategies and the tentative dates for the application period and enrollment, a timeline for student recruitment/engagement and enrollment, publically noticed and open lottery procedures, and policies and procedures for waiting lists, withdrawals, reenrollment, and transfers (**Attachment 7**).	There is an enrollment policy that includes culturally inclusive strategies and the tentative dates for the application period and enrollment, a timeline for student recruitment/ engagement and enrollment, publically noticed and open lottery procedures, and policies and procedures for waiting lists, withdrawals, reenrollment, and transfers (**Attachment 7**).	
Overall	Overall, the applicant has demonstrated little to no understanding or capacity for equitable student recruitment and enrollment.	Overall, the applicant has demonstrated minimal understanding or capacity for equitable student recruitment and enrollment.	Overall, the applicant has understanding or capacity for equitable student recruitment and enrollment.	Overall, the applicant has demonstrated a compelling understanding and capacity for equitable student recruitment and enrollment processes and procedures.	

Section 12: Student Discipline Policy and Plan

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Discipline Policy	The applicant has provided little or no description of the proposed discipline plan, with little or no detail on how the plan is based on some combination of research, theory, experience, and best practices, and/or little or no explanation on how the discipline policy will be culturally responsive and effective for the anticipated student population, and/or little or no demonstration of compliance with applicable state laws and authorizer policies, and little or no description of: ▪ Equitable and fair practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior; ▪ A list and definitions of the offenses for which students in the school must (where nondiscretionary) and may (where discretionary) be suspended or expelled; ▪ The rights of students with disabilities in disciplinary actions and proceedings; ▪ How the school will address potential disproportionate discipline rates based on race, ethnicity, gender, etc.; ▪ Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.	The applicant has provided a limited and insufficient description of the proposed discipline plan, with insufficient detail on how the plan is based on some combination of research, theory, experience, and best practices, and/or little or no demonstration or explanation on how the discipline policy will be culturally responsive and effective for the anticipated student population, or in compliance with applicable state laws and authorizer policies, and/or insufficiently or minimally addresses: ▪ Equitable and fair practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior; ▪ A list and definitions of the offenses for which students in the school must (where nondiscretionary) and may (where discretionary) be suspended or expelled; ▪ The rights of students with disabilities in disciplinary actions and proceedings; ▪ How the school will address potential disproportionate discipline rates based on race, ethnicity, gender, etc.; ▪ Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.	The applicant has provided a detailed description of the proposed discipline plan, along with a detailed explanation of how the plan is based on some combination of research, theory, experience, and best practices, and a clear demonstration and explanation on how the discipline policy will be culturally responsive and effective for the anticipated student population (**Attachment 8**), and has demonstrated compliance with applicable state laws and authorizer policies, adherence to legal due process requirements and clearly addresses: ▪ Equitable and fair practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior; ▪ A list and definitions of the offenses for which students in the school must (where nondiscretionary) and may (where discretionary) be suspended or expelled; ▪ The rights of students with disabilities in disciplinary actions and proceedings; ▪ How the school will address potential disproportionate discipline rates based on race, ethnicity, gender, etc.; ▪ Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who	The applicant has provided a compelling, comprehensive and thorough description of the proposed discipline plan, with detail on how the plan is based on some combination of research, theory, experience, and best practices, and a clear and sophisticated demonstration and explanation on how the discipline policy will be culturally responsive and effective for the anticipated student population (**Attachment 8**), and has comprehensively demonstrated compliance with applicable state laws and authorizer policies, adherence to legal due process requirements and clearly addresses: ▪ Equitable and fair practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior; ▪ A complete and thorough list and definitions of the offenses for which students in the school must (where nondiscretionary) and may (where discretionary) be suspended or expelled; ▪ The rights of students with disabilities in disciplinary actions and proceedings; ▪ How the school will address potential disproportionate discipline rates based on race, ethnicity, gender, etc.; ▪ Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a thorough plan for providing services to	

Section 12: Student Discipline Policy and Plan

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
			are expelled or out of school for more than ten days (**Attachment 8**).	students who are expelled or out of school for more than 10 days (**Attachment 8**).	
Distribution Plan	The applicant has provided little or no description on how students and parents/guardians will be informed of the school's discipline policy.	The applicant has insufficiently described how students and parents/guardians will be informed of the school's discipline policy.	The applicant has described how students and parents/guardians will be informed of the school's discipline policy.	The applicant has thoroughly described how students and parents/guardians will be informed of the school's discipline policy.	
Overall	Overall, the applicant has not demonstrated an understanding and/or capacity to develop a viable student discipline plan and policy in compliance with applicable state laws.	Overall, the applicant has demonstrated a limited understanding and/or the capacity necessary to develop and implement a viable and culturally inclusive student discipline plan and policy in compliance with applicable state laws.	Overall, the applicant has demonstrated a strong understanding and the capacity necessary to develop and implement a viable and culturally inclusive student discipline plan and policy in compliance with applicable state laws.	Overall, the applicant has clearly demonstrated a thorough and sophisticated understanding and the capacity necessary to develop and implement a viable and culturally inclusive student discipline plan and policy in compliance with applicable state laws.	

Section 13: Educational Program Capacity

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Leadership Team Capacity	The applicant has not provided the key members of the school's leadership team and who will be responsible for development and opening of the school. There is *little or no description* of the team's individual and collective qualifications for implementing the school design successfully, and/or no team capacity in: ▪ School leadership, administration, and governance; ▪ Curriculum, instruction, and assessment; ▪ Performance management; ▪ Cultural competence/inclusiveness; ▪ Family and community engagement; ▪ Special populations.	The applicant has provided key members of the school's leadership team who will be responsible for development and opening of the school, though it is unclear if all members have been identified. The applicant has provided limited or insufficient detail on some or all of the following descriptions of the team's individual and collective qualifications for implementing the school design successfully, which includes team capacity in: ▪ School leadership, administration, and governance; ▪ Curriculum, instruction, and assessment; ▪ Performance management; ▪ Cultural competence/inclusiveness; ▪ Family and community engagement; ▪ Special populations.	The applicant has provided the key members of the school's leadership team who will be responsible for development and opening of the school. There is a description of the team's individual and collective qualifications for implementing the school design successfully, which includes team capacity in areas such as: ▪ School leadership, administration, and governance; ▪ Curriculum, instruction, and assessment; ▪ Performance management; ▪ Cultural competence/inclusiveness; ▪ Family and community engagement; ▪ Special populations.	Key members of the school's leadership team who will be responsible for development and opening of the school have been identified. The applicant has comprehensively and convincingly demonstrated strong individual and collective team qualifications for implementing the school design successfully, and addressed team capacity in areas such as: ▪ School leadership, administration, and governance; ▪ Curriculum, instruction, and assessment; ▪ Performance management; ▪ Cultural competence/inclusiveness; ▪ Family and community engagement; ▪ Special populations.	
Community Relationship	There is little or no description of the applicant's ties to and/or knowledge of the proposed community that the school will serve.	There is a limited description of the applicant's ties to and/or knowledge of the proposed community that the school will serve.	There is a specific description and evidence of the applicant's ties to and/or knowledge of the proposed community that the school will serve.	There is a convincing and compelling description and evidence of the applicant's ties to and/or knowledge of the proposed community that the school will serve.	

Section 13: Educational Program Capacity

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Partnerships	There is little or no description of any partnerships that have already been established with community organizations, businesses or other educational institutions, with identification of the current and the future roles that these community organizations, businesses or other educational institutions might play in the school's development.	The applicant has mentioned organizations, agencies, or consultants that are partners in planning and establishing the school, and described their current and/or planned roles and resources they have contributed or plan to contribute to the school's development, though the description lacked detail and was limited in scope.	The applicant has clearly identified any organizations, agencies, or consultants that are partners in planning and establishing the school, and described their current and planned roles and any resources they have contributed or plan to contribute to the school's development.	The applicant has provided compelling evidence of organizations, agencies, and/or consultants that are partners in planning and establishing the school, and has thoroughly described their current and planned roles and any resources they have contributed or plan to contribute to the school's development.	

Section 13: Educational Program Capacity

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
School Leader Capacity	The applicant has not identified the principal/head of school candidate and/or explained why this individual is well-qualified to lead the proposed school in achieving its mission; summarizes the proposed leader's academic and organizational leadership record. There is little or no evidence that demonstrates leadership capacity to practice cultural competency and design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, there is little or no description of leadership training programs that they have completed or are currently participating in, provides the qualifications, resume, and professional biography for this individual (**Attachment 9**), and little or no evidence of the leader's ability to effectively serve the anticipated population. **-OR-** If no candidate has been identified, there is little or no description of the process and timeline for recruiting, selecting, and hiring the school leader and little or no description of the criteria to be used in selecting this leader, and/or no job description and qualifications for the school leader (**Attachment 9**), and/or a plan for recruiting and hiring strong and compatible leader.	The applicant has identified the principal/head of school candidate, though provided a limited or unconvincing explanation why this individual is well-qualified to lead the proposed school in achieving its mission; summarizes the proposed leader's academic and organizational leadership record, provided limited evidence that demonstrates capacity to practice cultural competency and design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, minimally describes any leadership training programs that they have completed or are currently participating in, provides the qualifications, resume, and professional biography for this individual (**Attachment 9**), and limited evidence of the leader's ability to effectively serve the anticipated population. **-OR-** If no candidate has been identified, minimally describes the process and timeline for recruiting, selecting, and hiring the school leader and partially describes the criteria to be used in selecting this leader, provides an adequate job description and qualifications for the school leader (**Attachment 9**), and a limited and non-specific plan for recruiting and hiring strong and compatible leader.	The applicant has identified the principal/head of school candidate and explains why this individual is well-qualified to lead the proposed school in achieving its mission; summarizes the proposed leader's academic and organizational leadership record, provides evidence that demonstrates capacity to practice cultural competency and design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describes any leadership training programs, or other relevant leadership roles that they have completed or are currently participating in, provides the qualifications, resume, and professional biography for this individual (**Attachment 9**), and specific evidence of the leader's ability to effectively serve the anticipated population. **-OR-** If no candidate has been identified, describes the process and timeline for recruiting, selecting, and hiring the school leader and describes the criteria to be used in selecting this leader, provides a job description and qualifications for the school leader (**Attachment 9**), and a plan for recruiting and hiring strong and compatible leader.	The applicant has thoroughly identified the principal/head of school candidate and convincingly explains why this individual is well-qualified to lead the proposed school in achieving its mission; summarizes the proposed leader's academic and organizational leadership record, provides evidence that demonstrates capacity to practice cultural competency and design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, comprehensively describes any leadership training programs, or other relevant leadership roles that they have completed or are currently participating in, provides the qualifications, resume, and professional biography for this individual (**Attachment 9**), and specific and compelling evidence of the leader's ability to effectively serve the anticipated population. **-OR-** If no candidate has been identified, thoroughly describes the process and timeline for recruiting, selecting, and hiring the school leader and clearly and comprehensively describes the criteria to be used in selecting this leader, provides a strong job description and qualifications for the school leader (**Attachment 9**), and a realistic and ambitious plan for recruiting and hiring strong and compatible leader.	

Section 13: Educational Program Capacity

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Leadership and Management Team	There is little or no description of the school's leadership/management team beyond the principal/head of school. Individuals who will fill these positions have not been identified. For any positions not yet filled, there is substantial missing information regarding the timeline, criteria, and process for recruitment and hiring, and little or no description of how the plan for recruitment and hiring will be culturally inclusive. The qualifications, resumes, and professional biographies for the identified members of the leadership team, and for each position not yet filled, do not include job descriptions and/or there are no qualifications provided (**Attachment 10**). There is little or no description of who will work on a full-time or nearly full-time basis following approval of the charter to lead development of the school and/or little or no description of the plan to compensate the individual(s).	There is a limited description of the school's leadership/management team beyond the principal/head of school. If known, individuals who will fill these positions have been identified. For any positions not yet filled, there is a timeline, criteria, and process for recruitment and hiring, and a partial description of how the plan for recruitment and hiring will be culturally inclusive. The qualifications, resumes, and professional biographies for the identified members of the leadership team, and for each position not yet filled, include job descriptions and qualifications and are provided (**Attachment 10**). There is a partial description of who will work on a full-time or nearly full-time basis following approval of the charter to lead development of the school and the plan to compensate the individual(s), though there is insufficient detail.	There is a description of the school's leadership/management team beyond the principal/head of school. If known, individuals who will fill these positions have been identified. For any positions not yet filled, there is a timeline, criteria, and process for recruitment and hiring, and a description of how the plan for recruitment and hiring will be culturally inclusive. The qualifications, resumes, and professional biographies for the identified members of the leadership team, and for each position not yet filled, include job descriptions and qualifications and are provided (**Attachment 10**). There is a detailed description of who is currently working, or who will work on a full-time or nearly full-time basis following approval of the charter to lead development of the school and the plan to compensate the individual(s).	There is a strong and compelling description of the school's leadership/management team beyond the principal/head of school. If known, individuals who will fill these positions have been identified. For any positions not yet filled, there is a comprehensive timeline, criteria, and process for recruitment and hiring, and a description of how the plan for recruitment and hiring will be culturally inclusive. The qualifications, resumes, and professional biographies for the identified members of the leadership team, and for each position not yet filled, include complete job descriptions and qualifications which are provided (**Attachment 10**) and demonstrate a strong educational program understanding and capacity. There is a detailed and comprehensive description of who will work on a full-time or nearly full-time basis following approval of the charter to lead development of the school and the plan to compensate the individual(s), and convincingly demonstrates an understanding of and capacity for the school's development.	
Overall	Overall, the applicant has provided little to no evidence of its educational program capacity and/or the potential to successfully implement the proposed program.	Overall, the applicant has provided minimal evidence of its educational program capacity and/or the potential to successfully implement the proposed program.	Overall, the applicant has provided evidence of its educational program capacity and/or the potential to successfully implement the proposed program.	Overall, the applicant has provided compelling evidence of its educational program capacity and has a strong potential to successfully implement the proposed program.	

CATEGORY 4: OPERATIONS PLAN AND CAPACITY

Section 14: Legal Status and Governing Documents					
Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Legal Status	The applicant has failed to describe the proposed school's legal status. The applicant has not submitted, as **Attachment 11**: ▪ Articles of Incorporation; ▪ Proof of nonprofit status and federal tax exempt status (or copies of filings for the preceding items); ▪ Bylaws; ▪ Completed and Board Chair signed Statement of Assurances; ▪ Other governing documents already adopted.	The applicant has partially described the proposed school's legal status. The applicant has partially submitted the required documentation as **Attachment 11**: ▪ Articles of Incorporation; ▪ Proof of nonprofit status and federal tax exempt status (or copies of filings for the preceding items); ▪ Bylaws; ▪ Completed and Board Chair signed Statement of Assurances; ▪ Other governing documents already adopted.	The applicant has described the proposed school's legal status. The applicant has submitted, as **Attachment 11**: ▪ Articles of Incorporation; ▪ Proof of nonprofit status and federal tax exempt status (or copies of filings for the preceding items); ▪ Bylaws; ▪ Completed and Board Chair signed Statement of Assurances; ▪ Other governing documents already adopted.	The applicant has clearly and comprehensively described the proposed school's legal status. The applicant has submitted detailed, clear, and concise documentation as **Attachment 11**: ▪ Articles of Incorporation; ▪ Proof of nonprofit status and federal tax exempt status (or copies of filings for the preceding items); ▪ Bylaws; ▪ Completed and Board Chair signed Statement of Assurances; ▪ Other governing documents already adopted.	
Subsidiaries and Business Endeavors	If applicable, the applicant has provided little or no description of any subsidiaries owned or affiliated with the nonprofit submitting this charter school application, and/or not described any other organizational/business endeavors in which the nonprofit applicant submitting this application is involved in.	If applicable, the applicant has minimally described any subsidiaries owned or affiliated with the nonprofit submitting this charter school application, and/or insufficiently described any other organizational/business endeavors in which the nonprofit applicant submitting this application is involved in.	If applicable, the applicant has described any subsidiaries owned or affiliated with the nonprofit submitting this charter school application, and described any other organizational/business endeavors in which the nonprofit submitting this application is involved in.	If applicable, the applicant has clearly and comprehensively described any subsidiaries owned or affiliated with the nonprofit submitting this charter school application, and described any other organizational/business endeavors in which the nonprofit submitting this application is involved in.	

Section 14: Legal Status and Governing Documents

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
5-10 Year Growth Plan	***If*** the applicant does not already operate one or more schools, including charter management organizations (CMOs), as well as applicants proposing to contract with ESPs, there is little to no description of the organization's five-to-ten year growth plan regarding the total number of charter schools it hopes to operate in Washington State, and/or little or no discussion of the organization's capacity to successfully support and execute that plan, and/or business plans that provide little to no detail to support anticipated growth.	***If*** the applicant does not already operate one or more schools, including charter management organizations (CMOs), as well as applicants proposing to contract with ESPs, there is a limited description of the organization's five-to-ten year growth plan regarding the total number of charter schools it hopes to operate in Washington State, and/or limited or insufficient discussion of the organization's capacity to successfully support and execute that plan, and/or business plans that lack sufficient detail to support anticipated growth.	***If*** the applicant does not already operate one or more schools, including charter management organizations (CMOs), as well as applicants proposing to contract with ESPs, there is a description of the organization's five-to-ten year growth plan regarding the total number of charter schools it hopes to operate in Washington State, including a discussion of the organization's capacity to successfully support and execute that plan, including business plans to support anticipated growth.	***If*** the applicant does not already operate one or more schools, including charter management organizations (CMOs), as well as applicants proposing to contract with ESPs, there is a description of the organization's five-to-ten year growth plan regarding the total number of charter schools it hopes to operate in Washington State, including a discussion of the organization's capacity to successfully support and execute that plan, including business plans to support anticipated growth.	

Section 15: Organization Structure and Partnerships

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Organization Charts	The applicant has failed to submit organizational charts as **Attachment 12**. Organization charts that show the school governance, management, and staffing plan and structure in: ▪ The first year of school operations; ▪ At the end of the charter term; and ▪ When the school reaches full capacity, if in a year beyond the first charter term. The organization charts do not delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts document clear lines of authority and reporting within the school.	The applicant has partially submitted organizational charts as **Attachment 12**. Incomplete or unclear organization charts meant to show the school governance, management, and staffing plan and structure in: ▪ The first year of school operations; ▪ At the end of the charter term; and ▪ When the school reaches full capacity, if in a year beyond the first charter term. Organization charts that *partially* delineates the roles and responsibilities of, and lines of authority and reporting among, the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts document lines of authority and reporting within the school.	The applicant has submitted organizational charts as **Attachment 12**. Organization charts that show the school governance, management, and staffing plan and structure in: ▪ The first year of school operations; ▪ At the end of the charter term; and ▪ When the school reaches full capacity, if in a year beyond the first charter term. The organization charts clearly delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts document clear lines of authority and reporting within the school.	The applicant has submitted organizational charts as **Attachment 12** clear, concise, and comprehensive. Organization charts that show the school governance, management, and staffing plan and structure in: ▪ The first year of school operations; ▪ At the end of the charter term; and ▪ When the school reaches full capacity, if in a year beyond the first charter term. Organization charts that clearly delineates the roles and responsibilities of, and lines of authority and reporting among, the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts document clear lines of authority and reporting within the school.	
Proposed Partnerships	The applicant has not described any other proposed or existing partnerships or contractual relationships that will be central to the school's operations or mission, and/or not provided a copy of the proposed contract(s) (**Attachment 13**).	The applicant has provided a limited and insufficient description of any other proposed or existing partnerships or contractual relationships that will be central to the school's operations or mission such as business services, payroll, auditing services, program management, and professional development, including the anticipated costs and criteria for selecting such services, and provided a copy of the proposed contract(s) (**Attachment 13**).	The applicant has described any other proposed or existing partnerships or contractual relationships that will be central to the school's operations or mission such as business services, payroll, auditing services, program management, and professional development, including the anticipated costs and criteria for selecting such services, and provided a copy of the proposed contract(s) (**Attachment 13**).	The applicant has clearly and comprehensively described any other proposed or existing partnerships or contractual relationships that will be central to the school's operations or mission such as business services, payroll, auditing services, program management, and professional development, including the anticipated costs and criteria for selecting such services, and provided a copy of the proposed contract(s) (**Attachment 13**).	

Section 16: Governing Board

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Philosophy	The applicant has failed to describe the governance philosophy that will guide the board, inclusive of the nature and extent of involvement by key stakeholder groups.	The applicant has provided a limited and non-specific description of the governance philosophy that will guide the board, inclusive of the nature and extent of involvement by key stakeholder groups.	The applicant has described the governance philosophy that will guide the board, inclusive of the nature and extent of involvement by key stakeholder groups.	The applicant has clearly and comprehensively described the governance philosophy that will guide the board, inclusive of the nature and extent of involvement by key stakeholder groups.	
Structure	The applicant has provided little or no description of the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. The applicant describes the size, current and desired composition, powers, and duties of the governing board. The applicant failed to identify key skills, areas of expertise, and constituencies that will be represented on the governing board. The applicant has provided little or no explanation of how the governance structure and composition will help ensure that: ▪ The school will be an educational, financial and operational success; ▪ The board will evaluate the success of the school and school leader; ▪ There will be active and effective representation of key stakeholders, including parents; and ▪ The school will be a culturally responsive education system.	The applicant has described the governance structure of the proposed school, including the primary roles of the governing board, how it will interact with the principal/head of school and any advisory bodies, the size, current and desired composition, powers, and duties of the governing board, the key skills, areas of expertise, and constituencies that will be represented on the governing board, though has done so in a limited and non-specific manner. The applicant has insufficiently explained how the governance structure and composition will help ensure that: ▪ The school will be an educational, financial and operational success; ▪ The board will evaluate the success of the school and school leader; ▪ There will be active and effective representation of key stakeholders, including parents; and ▪ The school will be a culturally responsive education system.	The applicant has described the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. The applicant describes the size, current and desired composition, powers, and duties of the governing board. The applicant identifies key skills, areas of expertise, and constituencies that will be represented on the governing board. The applicant has explained how the governance structure and composition will help ensure that: ▪ The school will be an educational, financial and operational success; ▪ The board will evaluate the success of the school and school leader; ▪ There will be active and effective representation of key stakeholders, including parents; and ▪ The school will be a culturally responsive education system.	The applicant has clearly outlined and described the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. The applicant clearly describes the size, current and desired composition, powers, and duties of the governing board. The applicant clearly identifies and outlines key skills, areas of expertise, and constituencies that will be represented on the governing board. The applicant has outlined and clearly explained how the governance structure and composition will help ensure that: ▪ The school will be an educational, financial and operational success; ▪ The board will evaluate the success of the school and school leader; ▪ There will be active and effective representation of key stakeholders, including parents; and ▪ The school will be a culturally responsive education system.	

Section 16: Governing Board

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Membership	For each individual identified as a current and/or a proposed board member in Category 1 Section D (Board Member Roster), the applicant has failed to provide a summary of each member's desire to serve on the school's board and qualifications for holding this position. The applicant has failed to provide (**Attachment 14**) the following documents for each individual identified: ▪ Completed and signed Board Member Disclosure Form; ▪ Resume	For each individual identified as a current and/or a proposed board member in Category 1 Section D (Board Member Roster), the applicant has provided a limited summary of each member's desire to serve on the school's board and qualifications for holding this position. The applicant has partially provided (**Attachment 14**) the following documents for each individual identified: ▪ Completed and signed Board Member Disclosure Form; ▪ Resume	For each individual identified as a current and/or a proposed board member in Category 1 Section D (Board Member Roster), the applicant has summarized each member's desire to serve on the school's board and qualifications for holding this position. The applicant has provided (**Attachment 14**) the following documents for each individual identified: ▪ Completed and signed Board Member Disclosure Form; ▪ Resume	For each individual identified as a current and/or a proposed board member in Category 1 Section D (Board Member Roster), the applicant has comprehensively summarized each member's desire to serve on the school's board and qualifications for holding this position. The applicant has provided (**Attachment 14**) the following documents for each individual identified: ▪ Completed and signed Board Member Disclosure Form; ▪ Resume	
Written Assurance	The applicant provided, little to no evidence in **Attachment 15,** that a written assurance that a background check verification for board members and/or the school leader has been initiated and will be completed within the timetables set forth in the Sample Contract: Attachment 1, Pre-Opening Process and Conditions.	The applicant provided, in **Attachment 15,** a written assurance that a background check verification for some board members and/or the school leader has been initiated and will be completed within the timetables set forth in the Sample Contract: Attachment 1, Pre-Opening Process and Conditions.	The applicant provided, in **Attachment 15,** a written assurance that background check verification for each board member and school leader has been initiated and will be completed within the timetables set forth in the Sample Contract: Attachment 1, Pre-Opening Process and Conditions.	The applicant provided, in **Attachment 15,** a written assurance that background check verification for each board member and school leader has been initiated and will be completed within the timetables set forth in the Sample Contract: Attachment 1, Pre-Opening Process and Conditions.	
Selection	The applicant has provided little or no explanation of the procedures by which board members have been and will be selected, how often the board meets, and the plans for any committee structure.	The applicant lacks insufficient detail in its explanation of the procedure by which board members have been and will be selected, how often the board meets, and the plans for any committee structure.	The applicant explains the procedure by which board members have been and will be selected, how often the board meets, and discusses the plans for any committee structure.	The applicant outlines and clearly explains the procedure by which board members have been and will be selected. The applicant clearly describes how often the board meets, and discusses the plans for any committee structure.	

Section 16: Governing Board

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Capacity	The applicant provides little or no description of the plans for increasing the capacity of the governing board, how the board will expand and develop over time, how new members will be recruited and added, and how vacancies will be filled, and/or has provided little or no description of the orientation or training for new board members, the kinds of ongoing development/training for existing board members, and the plan for training and development including: ▪ A timetable; ▪ Specific topics to be addressed; ▪ Participation requirements; ▪ Development of cultural competence.	The applicant partially describes the plans for increasing the capacity of the governing board, how the board will expand and develop over time, how new members will be recruited and added, and how vacancies will be filled, and/or the applicant has provided a limited description of the orientation or training for new board members, the kinds of ongoing development/training for existing board members, and the plan for training and development including: ▪ A timetable; ▪ Specific topics to be addressed; ▪ Participation requirements; ▪ Development of cultural competence.	The applicant describes the plans for increasing the capacity of the governing board, how the board will expand and develop over time, how new members will be recruited and added, and how vacancies will be filled. The applicant has described the orientation or training for new board members, the kinds of ongoing development/training for existing board members, and the plan for training and development including: ▪ A timetable; ▪ Specific topics to be addressed; ▪ Participation requirements; ▪ Development of cultural competence.	The applicant clearly and comprehensively describes the plans for increasing the capacity of the governing board, how the board will expand and develop over time, how new members will be recruited and added, and how vacancies will be filled. There is a description of the orientation or training for new board members, the kinds of ongoing development/training for existing board members, and the plan for training and development includes: ▪ A timetable; ▪ Specific topics to be addressed; ▪ Participation requirements; ▪ Development of cultural competence.	
Transition to Formal Board	The applicant does not include the formal school governing board, and incompletely explains how and when the transition to the formal governing board will take place.	If the applicant does not include the formal school governing board, the applicant has provided a limited and insufficient explanation as to how and when the transition to the formal governing board will take place.	If the applicant does not include the formal school governing board, the applicant explains how and when the transition to the formal governing board will take place.	If the applicant does not include the formal school governing board, the applicant comprehensively explains how and when the transition to the formal governing board will take place.	
Ethics	The applicant has provided little or no description of the board's ethical standards and procedures for identifying and addressing conflicts of interest (**Attachment 16**): ▪ Code of Ethics Policy; ▪ Conflict of Interest Policy.	The description of the board's ethical standards and procedures for identifying and addressing conflicts of interest is lacking sufficient detail (**Attachment 16**): ▪ Code of Ethics Policy; ▪ Conflict of Interest Policy.	The applicant describes the board's ethical standards and procedures for identifying and addressing conflicts of interest (**Attachment 16**) and the proposed board: ▪ Code of Ethics Policy; ▪ Conflict of Interest Policy.	The applicant clearly outlines and describes the board's ethical standards and procedures for identifying and addressing conflicts of interest (**Attachment 16**) and the proposed board: ▪ Code of Ethics Policy; ▪ Conflict of Interest Policy.	

Section 16: Governing Board

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Existing Relationships/Conflict	The applicant did not identify any existing relationships that could pose actual or perceived conflicts if the application is approved. The applicant provided little or no discussion of the steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.	The applicant incompletely identified any existing relationships that could pose actual or perceived conflicts if the application is approved. The applicant partially described steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.	The applicant identified any existing relationships that could pose actual or perceived conflicts if the application is approved. The applicant described specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.	The applicant clearly and comprehensively identified any existing relationships that could pose actual or perceived conflicts if the application is approved. The applicant openly described specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.	
Existing Nonprofits	If this application is being submitted by an existing nonprofit organization whose core mission is NOT the operation of charter schools, the applicant has failed to indicate the following: ▪ Whether the existing nonprofit board governs the new school; ▪ The extent to which the school will be a new nonprofit corporation governed by a separate board; ▪ If the current nonprofit's board will govern the charter school, a description of the steps taken to transform its board membership, mission, and bylaws to assume its new duties as a charter public school board. A description of the plan and timeline for completing the transition and orienting the board to its new duties; ▪ If a new board has been formed, describe what, if anything, its ongoing relationship to the existing nonprofit's board will be and represented on the applicant's organizational chart.	If this application is being submitted by an existing nonprofit organization whose core mission is NOT the operation of charter schools, the applicant has partially indicated the following: ▪ Whether the existing nonprofit board governs the new school; ▪ The extent to which the school will be a new nonprofit corporation governed by a separate board; ▪ If the current nonprofit's board will govern the charter school, a description of the steps taken to transform its board membership, mission, and bylaws to assume its new duties as a charter public school board. A description of the plan and timeline for completing the transition and orienting the board to its new duties; ▪ If a new board has been formed, describe what, if anything, its ongoing relationship to the existing nonprofit's board will be and represented on the applicant's organizational chart.	If this application is being submitted by an existing nonprofit organization whose core mission is NOT the operation of charter schools, the applicant has indicated the following: ▪ Whether the existing nonprofit board governs the new school; ▪ The extent to which the school will be a new nonprofit corporation governed by a separate board; ▪ If the current nonprofit's board will govern the charter school, a description of the steps taken to transform its board membership, mission, and bylaws to assume its new duties as a charter public school board. A description of the plan and timeline for completing the transition and orienting the board to its new duties; ▪ If a new board has been formed, describe what, if anything, its ongoing relationship to the existing nonprofit's board will be and represented on the applicant's organizational chart.	If this application is being submitted by an existing nonprofit organization whose core mission is NOT the operation of charter schools, the applicant has clearly and decisively indicated the following: ▪ Whether the existing nonprofit board governs the new school; ▪ The extent to which the school will be a new nonprofit corporation governed by a separate board; ▪ If the current nonprofit's board will govern the charter school, a description of the steps taken to transform its board membership, mission, and bylaws to assume its new duties as a charter public school board. A description of the plan and timeline for completing the transition and orienting the board to its new duties; ▪ If a new board has been formed, describe what, if anything, its ongoing relationship to the existing nonprofit's board will be and represented on the applicant's organizational chart.	

Section 16: Governing Board

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Overall	Overall, the applicant has demonstrated little or no understanding and capacity for board governance.	Overall, the applicant has demonstrated a minimal understanding and capacity for board governance.	Overall, the applicant has demonstrated an understanding and capacity for board governance.	Overall, the applicant has demonstrated a strong and thorough understanding and capacity for strong board governance.	

Section 17: Advisory Bodies

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Advisory Bodies	The applicant has provided little or no description of any school advisory bodies or councils to be formed, nor explained the role(s), duties, and authority of each. The applicant has provided little or no description of the planned composition of the advisory body, the strategy for achieving that composition, nor the role of parents/guardians, students, and teachers (as applicable) and the reporting structure as it relates to the school's governing body and leadership.	The applicant has partially described any school advisory bodies or councils to be formed, and minimal inclusiveness of the role(s), duties, and authority of each. The applicant description of the planned composition of the advisory body, the strategy for achieving that composition, the role of parents/guardians, students, and teachers (as applicable), and the reporting structure as it relates to the school's governing body and leadership is limited in scope and lacks sufficient detail.	The applicant has described any school advisory bodies or councils to be formed, inclusive of the role(s), duties, and authority of each. The applicant described the planned composition of the advisory body, the strategy for achieving that composition, the role of parents/guardians, students, and teachers (as applicable), and the reporting structure as it relates to the school's governing body and leadership.	The applicant has clearly and comprehensively described any school advisory bodies or councils to be formed and provided a detailed explanation of the role(s), duties, and authority of each. The applicant clearly and thoroughly described the planned composition of the advisory body, the strategy for achieving that composition, the role of parents/guardians, students, and teachers (as applicable), and the reporting structure as it relates to the school's governing body and leadership.	

Section 18: Grievance /Complaint Process					
Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Grievance/ Complaint Process	The applicant has provided little or no description of the school process for resolving public complaints, including complaints regarding curriculum and/or parent or student objections to a governing board policy or decision, administrative procedure or practice at the school, or the school leader and/or principal's performance and how the final administrative appeal is heard by the governing board.	The applicant has partially described the established school process for resolving public complaints, including complaints regarding curriculum and/or parent or student objections to a governing board policy or decision, administrative procedure or practice at the school, or the school leader and/or principal's performance and how the final administrative appeal is heard by the governing board.	The applicant has described in detail the established school process for resolving public complaints, including complaints regarding curriculum and/or parent or student objections to a governing board policy or decision, administrative procedure or practice at the school, or the school leader and/or principal's performance and how the final administrative appeal is heard by the governing board.	The applicant has clearly and thoroughly outlined and provided in detail a parent and community friendly, culturally responsive school process for resolving public complaints, including complaints regarding curriculum and/or parent or student objections to a governing board policy or decision, administrative procedure or practice at the school, or the school leader and/or principal's performance and how the final administrative appeal is heard by the governing board.	

Section 19: District Partnerships

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
District Partnerships	There is little or no description of any proposed partnership agreement between the proposed charter school and the school district where the school is proposed to be located or no **Attachment 17**, and/or Includes the terms of that agreement and/or partnership.	The applicant has provided a limited description of any district partnership activities and/or meetings during the application development process. If applicable, the applicant has provided any proposed partnership agreement between the proposed charter school and the school district where the school is proposed to be located (**Attachment 17**), and included the terms of that agreement and/or partnership.	There is a description of any district partnership activities and/or meetings during the application development process. If applicable, the applicant has provided any proposed partnership agreement between the proposed charter school and the school district or where the school is proposed to be located (**Attachment 17**), and included the terms of that agreement and/or partnership.	There is a clear, thorough and detailed description and rationale for all district partnership activities and/or meetings during the application development process. If applicable, the applicant has provided any proposed partnership agreement between the proposed charter school and the school district or where the school is proposed to be located (**Attachment 17**), and included the terms of that agreement and/or partnership.	

Section 20: Education Service Providers (ESP) and Other Partnerships

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Evidence of Prior Success	If the school intends to contract with an ESP for the management of the school or substantial educational services, the applicant has not addressed the following: Evidence of the nonprofit ESP's success in serving student populations that are similar to the anticipated student population, including demonstrated academic achievement, successful management of nonacademic school functions.	If the school intends to contract with an ESP for the management of the school or substantial educational services, the applicant has partially addressed the following: Evidence of the nonprofit ESP's success in serving student populations that are similar to the anticipated student population, including demonstrated academic achievement, successful management of nonacademic school functions.	If the school intends to contract with an ESP for the management of the school or substantial educational services, the applicant has addressed the following: Evidence of the nonprofit ESP's success in serving student populations that are similar to the anticipated student population, including demonstrated academic achievement, successful management of nonacademic school functions.	If the school intends to contract with an ESP for the management of the school or substantial educational services, the applicant has comprehensively and in detail addressed the following: Evidence of the nonprofit ESP's success in serving student populations that are similar to the anticipated population, including demonstrated academic achievement, successful management of nonacademic school functions.	
Term Sheet	The applicant has provided an incomplete term sheet that is missing some or all of the following: **(Attachment 18)** **1.** Proposed duration of the service contract; **2.** Roles and responsibilities of the governing board, school staff, and ESP; **3.** Scope of services and resources to be provided by the ESP; **4.** Performance evaluations measures and timelines; **5.** Compensations structure, including clear identification of all fees to be paid to the ESP; **6.** Methods of contract oversight and enforcement; **7.** Investment disclosure; **8.** Conditions for renewal and termination of the contract.	The applicant has provided a term sheet that includes most of the following: **(Attachment 18)** **1.** Proposed duration of the service contract; **2.** Roles and responsibilities of the governing board, school staff, and ESP; **3.** Scope of services and resources to be provided by the ESP; **4.** Performance evaluations measures and timelines; **5.** Compensations structure, including clear identification of all fees to be paid to the ESP; **6.** Methods of contract oversight and enforcement; **7.** Investment disclosure; **8.** Conditions for renewal and termination of the contract.	The applicant has provided a complete term sheet that includes: **(Attachment 18)** **1.** Proposed duration of the service contract; **2.** Roles and responsibilities of the governing board, school staff, and ESP; **3.** Scope of services and resources to be provided by the ESP; **4.** Performance evaluations measures and timelines; **5.** Compensations structure, including clear identification of all fees to be paid to the ESP; **6.** Methods of contract oversight and enforcement; **7.** Investment disclosure; **8.** Conditions for renewal and termination of the contract.	The applicant has provided a concise and detailed term sheet that includes: **(Attachment 18)** **1.** Proposed duration of the service contract; **2.** Roles and responsibilities of the governing board, school staff, and ESP; **3.** Scope of services and resources to be provided by the ESP; **4.** Performance evaluations measures and timelines; **5.** Compensations structure, including clear identification of all fees to be paid to the ESP; **6.** Methods of contract oversight and enforcement; **7.** Investment disclosure; **8.** Conditions for renewal and termination of the contract.	
Conflicts of Interest	The applicant has not disclosed or provided an explanation of any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.	The applicant has disclosed, though it is unclear from the explanation, if there are any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.	The applicant has disclosed and provided an explanation of any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.	The applicant has disclosed and provided an explanation of any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.	

Section 21: Staffing Plans, Hiring, Management, and Evaluation

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Employer/ Employee Relationship	There is little or no description of the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, the explanation of the nature and purpose of the contracts is vague and/or not provided.	There is a description of the relationship that will exist between the proposed charter school and its employees, though the description *does not sufficiently describe* whether the employees will be at-will and whether the school will use employment contracts, and if the school will use contracts, the nature and purpose of the contracts.	There is a description of the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, there is an explanation of the nature and purpose of the contracts.	Overall, the applicant has demonstrated a strong capacity for hiring, managing and evaluating staff. This is convincingly demonstrated by the clear, detailed and comprehensive descriptions of the following staffing components. The relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts, and if the school will use contracts, there is an explanation of the nature and purpose of the contracts.	
Compensation	The applicant has provided little or no information regarding the proposed school's salary ranges and employment benefits for all employees, or any incentives or reward structures that are part of the compensation system. Additionally, there is little or no explanation of the school's strategy for retaining high-performing teachers.	The description of the proposed school's salary ranges and employment benefits for all employees, any incentives or reward structures that are part of the compensation system, and the school's strategy for retaining high-performing teachers is insufficient in detail and missing some information.	The applicant has outlined the proposed school's salary ranges and employment benefits for all employees, any incentives or reward structures that are part of the compensation system, and explained the school's strategy for retaining high-performing teachers.	The applicant has provided highly competitive salary ranges and employment benefits for all employees, and strong incentives or reward structures that are part of the compensation system and the school's strategy for retaining high-performing teachers.	
Recruitment	The applicant has provided little or no description of the school's strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state rules and regulations regarding staff qualifications and accountability plan. There is an explanation of how this plan includes culturally inclusive hiring practices, other key selection criteria and any special considerations relevant to the school's design.	The description of the school's strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state rules and regulations regarding staff qualifications and accountability plan is vague and unclear. The explanation of how this plan includes culturally inclusive hiring practices, other key selection criteria and any special considerations relevant to the school's design is limited in detail and lacks clarity in the actual hiring practices.	There is a clear description of the school's strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state rules and regulations regarding staff qualifications and accountability plan, and an explanation of how this plan includes culturally inclusive hiring practices, other key selection criteria and any special considerations relevant to the school's design.	The school's strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state rules and regulations regarding staff qualifications and accountability plan, and how this plan includes culturally inclusive hiring practices, other key selection criteria and any special considerations relevant to the school's design is comprehensive.	

Section 21: Staffing Plans, Hiring, Management, and Evaluation

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Hiring/ Termination	The applicant has provided little or no information on the school's procedures for hiring and terminating school personnel, including the process and timeline for conducting criminal background checks.	The school's procedures for hiring and terminating school personnel, the process and timeline for conducting criminal background checks are lacking sufficient detail to determine appropriateness and viability.	The applicant has outlined in detail the school's procedures for hiring and terminating school personnel, including the process and timeline for conducting criminal background checks.	The school's procedures for hiring and terminating school personnel, including the process and timeline for conducting criminal background checks is detailed, comprehensive, and clear.	
Staffing Chart	The applicant has provided little or no information on the staffing chart (**Attachment 19**) for the school (Commission template) with little or no notes or roster to identify the following: ▪ Year one positions, as well as positions to be added during the five (5) year charter contract; ▪ Administrative, instructional, and non-instructional personnel; ▪ The number of classroom teachers, paraprofessionals, and specialty teachers; ▪ Operational and support staff ▪ And a description of the supervisory and/managerial relationships that exist between the school's senior-level administrative team and the rest of the staff.	The applicant has provided a limited and/or incomplete staffing chart (**Attachment 19**) for the school (Commission template) with insufficient notes and/or a roster to identify the following: ▪ Year one positions, as well as positions to be added during the five (5) year charter contract; ▪ Administrative, instructional, and non-instructional personnel; ▪ The number of classroom teachers, paraprofessionals, and specialty teachers; ▪ Operational and support staff ▪ And a description of the supervisory and/managerial relationships that exist between the school's senior-level administrative team and the rest of the staff.	The applicant has provided a completed staffing chart (**Attachment 19**) for the school (Commission template) with accompanying notes or roster to identify the following: ▪ Year one positions, as well as positions to be added during the five (5) year charter contract; ▪ Administrative, instructional, and non-instructional personnel; ▪ The number of classroom teachers, paraprofessionals, and specialty teachers; ▪ Operational and support staff ▪ And a description of the supervisory and/managerial relationships that exist between the school's senior-level administrative team and the rest of the staff.	The applicant has provided a comprehensive and complete staffing chart (**Attachment 19**) for the school (Commission template) with thorough notes or roster to identify the following: ▪ Year one positions, as well as positions to be added during the five (5) year charter contract; ▪ Administrative, instructional, and non-instructional personnel; ▪ The number of classroom teachers, paraprofessionals, and specialty teachers; ▪ Operational and support staff ▪ And a description of the supervisory and/managerial relationships that exist between the school's senior-level administrative team and the rest of the staff.	
Senior Administration and Staff Relationship	There is little or no description of how the relationship between the school's senior administrative team and the rest of the staff will be managed, and/or little or no description of the teacher-student ratio, as well as the ratio of total adults to students for the school.	There is a limited description of how the relationship between the school's senior administrative team and the rest of the staff will be managed, and/or insufficient detail on the teacher-student ratio, as well as the ratio of total adults to students for the school.	There is a description of how the relationship between the school's senior administrative team and the rest of the staff will be managed, including the teacher-student ratio, as well as the ratio of total adults to students for the school.	The applicant has provided a compelling description for how the relationship between the school's senior administrative team and the rest of the staff will be managed, including the teacher-student ratio, as well as the ratio of total adults to students for the school.	

Section 21: Staffing Plans, Hiring, Management, and Evaluation

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
School Leader Evaluation	There is little or no explanation for how the school leader will be evaluated each school year. Leadership evaluation tool(s) are not provided.	There is a partial and incomplete explanation of how the school leader will be evaluated each school year, and/or the evaluation tools are unclear.	There is an explanation of how the school leader will be evaluated each school year. Leadership evaluation tool(s) are provided in **Attachment 20**.	The applicant has provided a thorough description of how the school leader will be evaluated each school year. Appropriate leadership evaluation tool(s) are provided in **Attachment 20**.	
Teacher Evaluation	There is little or no explanation of how teachers will be evaluated each school year in accordance with the state accountability plan. There is little or no description regarding teacher evaluation tool(s) (**Attachment 21**).	The explanation of how teachers will be evaluated each school year in accordance with the state accountability plan is vague and lacks detail. It is unclear which teacher evaluation tool(s) and plan will be used (**Attachment 21**).	There is an explanation of how teachers will be evaluated each school year in accordance with the state accountability plan. Existing teacher evaluation tool(s) are provided (**Attachment 21**) or the applicant has indicated that the school intends to follow the state teacher evaluation plan.	The applicant has comprehensively described how teachers will be evaluated each school year in accordance with the state accountability plan. Teacher evaluation tool(s) and plans are provided (**Attachment 21**).	
Overall	Overall the applicant has provided a description of an unstable or unsustainable staffing structure or one that is not aligned to the proposed educational program.	Overall the applicant has provided a description of a viable staffing structure, but it is not aligned to the proposed educational program.	Overall the applicant has provided a description of a viable staffing structure that is aligned to the proposed educational program.	Overall the applicant has provided a convincing description of a strong and viable staffing structure that is aligned to the proposed educational program.	

Section 22: Professional Development

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Responsible Parties	The person, position, or organization responsible for professional development has not been identified.	The person, position, or organization responsible for professional development has not been identified.	The person, position, or organization responsible for professional development has been identified.	The person, position, or organization responsible for professional development has been identified.	
Core Components	There is little or no description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program; how the professional development plan will include the development and practice of cultural competence for all staff; building staff capacity in the collection, analysis and use of performance data to improve student learning; and the extent to which professional development will be conducted internally or externally and will be individualized or uniform.	The applicant has provided a limited description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program; how the professional development plan will include the development and practice of cultural competence for all staff; building staff capacity in the collection, analysis and use of performance data to improve student learning; and the extent to which professional development will be conducted internally or externally and will be individualized or uniform.	There is a detailed description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program; how the professional development plan will include the development and practice of cultural competence for all staff, building staff capacity in the collection, analysis and use of performance data to improve student learning; and the extent to which professional development will be conducted internally or externally and will be individualized or uniform.	There is a detailed and thorough description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program; how the professional development plan will include the development and practice of cultural competence for all staff; building staff capacity in the collection, analysis and use of performance data to improve student learning; and the extent to which professional development will be conducted internally or externally and will be individualized or uniform.	
Schedule	The applicant has provided little or no information regarding the schedule (**Attachment 22**), and description of any specific professional development that will take place **prior** to school opening, and/or any description of what will be addressed during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods. Safety and child abuse training are not included in this description	The schedule (**Attachment 22**), and description of the professional development that will take place **prior** to school opening includes a limited description of what will be addressed during this induction period and/or limited description of how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods. Safety and child abuse training have limited inclusion.	The applicant has provided a schedule (**Attachment 22**), and description of any specific professional development that will take place **prior** to school opening, a detailed description of what will be addressed during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods. Safety and child abuse training are included in this description.	The applicant has provided a schedule (**Attachment 22**), and description of a comprehensive listing of specific professional development that will take place **prior** to school opening, a detailed description of what will be addressed during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods. Safety and child abuse training are included in this description.	

Section 22: Professional Development

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Time Allotments	The applicant has provided little or no description of the expected number of days/hours for professional development throughout the school year and/or how the school's calendar, daily schedule, and staffing structure accommodate this plan, the time scheduled for common planning and collaboration and the specifics of how this time will typically be used.	The applicant has provided a very limited expected number of days/hours for professional development throughout the school year and/or not described how the school's calendar, daily schedule, and staffing structure accommodate this plan, the time scheduled for common planning and collaboration and the specifics of how this time will typically be used.	The applicant has described the expected number of days/hours for professional development throughout the school year how the school's calendar, daily schedule, and staffing structure accommodate this plan, the time scheduled for common planning and collaboration and the specifics of how this time will typically be used.	The applicant has described a plan with an abundant number of expected days/hours for professional development throughout the school year and how the school's calendar, daily schedule, and staffing structure accommodate this plan, the time scheduled for common planning and collaboration and the specifics of how this time will typically be used.	
Overall				Overall, the applicant has demonstrated the provision of robust and achievable professional development for all teaching and non-teaching staff and leads to continued career growth and development.	

Section 23: Performance Framework

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Academic and Organizational Goals	There is little or no description of mission-specific academic goals and targets are unclear in terms of the measures or assessments the school plans to use, and/or overall are not specific, measurable, action oriented, realistic, relevant, and time-bound.	Some of the mission-specific academic goals and target are clear in terms of the measures or assessments the school plans to use, and/or some are specific, measurable, action oriented, realistic, relevant, and time-bound.	The applicant has provided, as **Attachment 23**, a completed mission-specific goals form with 1-3 of the school's mission-specific **academic and organizational** goals and targets. Goals are clearly stated in terms of the measures or assessments the school plans to use, are specific, measurable, action oriented, realistic, relevant, and time-bound.	The applicant has provided, as **Attachment 23**, a completed mission-specific goals form with 1-3 of the school's mission-specific **academic and organizational** goals and targets. All goals are clearly and completely stated in terms of the measures or assessments the school plans to use, are specific, measurable, action oriented, realistic, relevant, and time-bound.	
Interim Assessments	The applicant has provided little or no information regarding the primary interim and/or formative assessments the school will use to assess student learning needs and progress throughout the year, in addition to all mandatory state assessments, and/or provided little to no explanation of how these interim assessments align with the school's educational program, performance goals, and state standards, and/or the applicant did not address how the school will participate in all state required assessments, especially in grade levels not assessed by the state (i.e. K-2 and high school).	The applicant has provided a limited description of the primary interim and/or formative assessments the school will use to assess student learning needs and progress throughout the year, in addition to all mandatory state assessments, and/or provided an insufficient explanation of how these interim assessments align with the school's educational program, performance goals, and state standards, though there is insufficient detail to determine the reliability and appropriateness of these assessments and/or their alignment to the proposed program. There is a limited description of how the school will participate in all state required assessments, especially in grade levels not assessed by the state (i.e. K-2 and high school).	The applicant has identified the primary interim and/or formative assessments the school will use to assess student learning needs and progress throughout the year, in addition to all mandatory state assessments, and provided an explanation of how these interim assessments align with the school's educational program, performance goals, and state standards. The applicant has addressed how the school will participate in all state required assessments, especially in grade levels not assessed by the state (i.e. K-2 and high school).	The applicant has clearly and comprehensively identified the primary interim and/or formative assessments the school will use to assess student learning needs and progress throughout the year, in addition to all mandatory state assessments, and provided a sophisticated explanation of how these interim assessments align with the school's educational program, performance goals, and state standards. The applicant has addressed how the school will participate in all state required assessments, especially in grade levels not assessed by the state (i.e. K-2 and high school).	

Section 23: Performance Framework

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Student Growth and Proficiency	If applicable, the applicant provided little or no description of how the school proposes to provide summative norm-referenced or criterion-based assessment data which demonstrates student growth and proficiency, for students in grade levels not assessed by the state (i.e. Kindergarten through grade 2).	If applicable, the applicant provided a limited description of how the school proposes to provide summative norm-referenced or criterion-based assessment data which demonstrates student growth and proficiency, for students in grade levels not assessed by the state (i.e. Kindergarten through grade 2).	If applicable, the applicant addressed how the school proposes to provide summative norm-referenced or criterion-based assessment data which demonstrates student growth and proficiency, for students in grade levels not assessed by the state (i.e. Kindergarten through grade 2).	If applicable, the applicant addressed how the school proposes to provide summative norm-referenced or criterion-based assessment data which demonstrates student growth and proficiency, for students in grade levels not assessed by the state (i.e. Kindergarten through grade 2).	
Academic Progress	There is little to no description of how the school will measure and evaluate school mission-specific academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract (**Attachment 23**).	The description of how the school will measure and evaluate school mission-specific academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract, is lacking in sufficient detail to determine the potential for implementation (**Attachment 23**).	There is a detailed description of how the school will measure and evaluate school mission-specific academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract (**Attachment 23**).	There is a compelling and convincing description of how the school will measure and evaluate school mission-specific academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract (**Attachment 23**).	
Data Analysis and Management	There is little or no description of how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community.	There is a description of how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and/or report the data to the school community, though it is vague, unclear and lacks sufficient detail.	There is a description of how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community.	The applicant provided a clear and comprehensive description of how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community.	
Responsible Parties	The applicant provided little or no information regarding the individual or position responsible for managing the data, including collection, disaggregation, and analysis with and for classroom teachers, and leading or coordinating professional development to improve student achievement.	It is unclear which individual or position will be responsible for managing the data, including collection, disaggregation, and analysis with and for classroom teachers, and leading or coordinating professional development to improve student achievement.	The applicant has identified the individual or position responsible for managing the data, including collection, disaggregation, and analysis with and for classroom teachers, and leading or coordinating professional development to improve student achievement.	The applicant identified an experienced and knowledgeable individual responsible for managing the data, including collection, disaggregation, and analysis with and for classroom teachers, and leading or coordinating professional development to improve student achievement.	

Section 23: Performance Framework

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Overall	Overall, the applicant has demonstrated little to no understanding of the performance frameworks and school accountability.	Overall, the applicant has demonstrated minimal understanding of the performance frameworks and school accountability.	Overall, the applicant has demonstrated an understanding of the performance frameworks and school accountability. This is clearly evidenced by the detailed and comprehensive descriptions, and strong capacity for academic and organizational effectiveness and assessment literacy.	Overall, the applicant has demonstrated a thorough understanding of the performance frameworks and school accountability. This is clearly evidenced by the thorough, detailed and comprehensive descriptions, and strong capacity for academic and organizational effectiveness and assessment literacy.	

Section 24: Facilities

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Requirements	There is little or no description of the basic facilities requirements for accommodating the school as proposed, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.	There is insufficient detail and a limited description of the basic facilities requirements for accommodating the school as proposed, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.	There is a description of the basic facilities requirements for accommodating the school as proposed, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.	The applicant has provided a thorough and convincing description of the basic facilities requirements for accommodating the school as proposed, including the number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.	
Specialty Classroom Needs	There is little or no explanation of anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time.	There is an explanation of anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time, though it is limited in detail and unclear as to the need.	There is an explanation of anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time (i.e. science labs, art room, computer labs, library/media center, performance/dance room, auditorium, etc.).	The applicant has provided an explicit explanation of anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one.	
Administrative Office Needs	There is little or no description of the anticipated administrative/support space needs.	There is a description of the anticipated administrative/support space needs, including anticipated number of main office, satellite office, work room/copy room, supplies/storage, teacher work rooms, etc., though it is limited in detail and unclear as to need.	There is a description of the anticipated administrative/support space needs, including anticipated number of main office, satellite office, work room/copy room, supplies/storage, teacher work rooms, etc.	There is a thorough description of the anticipated administrative/support space needs, including anticipated number of main office, satellite office, work room/copy room, supplies/storage, teacher work rooms, etc.	
Athletic Program Needs	There is little or no explanation and description if any of the following are essential to fulfillment of the core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc.	There is an explanation and description if any of the following are essential to fulfillment of the core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc., though the description is lacking the necessary detail to determine adequacy.	There is an explanation and description if any of the following are essential to fulfillment of the core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc.	The explanation and description of the core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc., is clear and complete, and supports the Educational Program Terms.	
Other Needs	The applicant has not identified or addressed any other significant facilities needs not already specified.	The applicant has mentioned and not provided sufficient information regarding any other significant facilities needs not already specified.	The applicant has identified any other significant facilities needs not already specified, for example: ADA, playground, large common space, and other special considerations (identify and explain).	The identification of any other significant facilities needs not already specified demonstrated a strong understanding of program needs.	

Section 24: Facilities

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Steps Already Taken	There is little or no description of the steps already taken to identify prospective facilities as well as the process for identifying and securing a facility.	There is a limited and vague description of the steps already taken to identify prospective facilities as well as the process for identifying and securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc. It is unclear if these steps are sufficient.	There is a description of the steps already taken to identify prospective facilities as well as the process for identifying and securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc.	The description of the steps already taken to identify prospective facilities as well as the process for identifying and securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc. demonstrate the applicant's thorough understanding of the real estate market and tasks to be completed.	
MOU or Other Proof of Intent to Secure Facilities	There is little or no description of the facility including location, size, and amenities, if the applicant currently holds a facility or has an MOU or other proof of the commitment, and supporting documents providing details about the facility have not been provided.	If applicable, there is a limited description of the facility including location, size, and amenities. The applicant has provided in **Attachment 24** proof of the commitment and supporting documents providing details about the facility.	If applicable, there is a description of the facility including location, size, and amenities. The applicant has provided in **Attachment 24** proof of the commitment and supporting documents providing details about the facility.	A description of the facility including location, size, and amenities has been provided in **Attachment 24**, along with proof of the commitment and demonstrable supporting documents providing details about the facility.	

Section 25: Start-Up and Ongoing Operations

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Start-Up Plan	The applicant has provided little or no information or a description of its start-up plan (**Attachment 25**) for the school.	The applicant has provided some or part of the start-up plan (**Attachment 25**) for the school, though is missing tasks and lacks details in some or all of the required plans.	The applicant has provided a detailed start-up plan (**Attachment 25**) for the school, specifying tasks, timelines, and responsible individual. Said plan is in alignment with the start-up budget.	The applicant has provided a clear, compelling, and detailed start-up plan (**Attachment 25**) for the school specifying tasks, timelines, and responsible individuals, and is in alignment with the start-up budget.	
Transportation Plan	The applicant has provided little or no information or a description of the school transportation plan.	The applicant has provided a limited description or insufficient detail for one, some, or all of the school transportation plan.	The applicant has provided a school transportation plan with arrangements for prospective students, daily transportation needs, and a description of how the school plans to meet transportation needs for field trips and athletic events.	The applicant has strong and demonstrated capacity for its school transportation plan.	
Safety and Security	The applicant has provided little or no information or a description of the Safety Plan and how that plan complies with all federal, state, county, and city health and safety laws.	The applicant has provided a limited description or insufficient detail for the safety and security plan for students, the facility, and property.	The applicant has provided a plan for the safety and security of students, the facility, and property, an explanation of how that plan complies with all federal, state, county, and city health and safety laws, and the types of security personnel, technology, equipment, and policies that the school will employ.	The applicant has strong and demonstrated capacity for its school safety and security plan.	
Food Service	The applicant has provided little or no information or a description of the plans for food service and other significant operational or ancillary services.	The applicant has provided a limited description or insufficient detail for the plans for food service and other significant operational or ancillary services.	The applicant has outlined the plans for food service and other significant operational or ancillary services.	The applicant has strong and demonstrated capacity for its plans for food service and other significant operational or ancillary services.	
Insurance Coverage	The applicant has provided little or no information or a description of the types of insurance coverage the school will secure as identified in the Sample Contract § 13.1 (**Attachment 26**).	The applicant has provided a limited description or insufficient detail of the types and levels of insurance coverage the school will secure as identified in the Sample Contract § 13.1 (**Attachment 26**).	The applicant has provided a list of the types of insurance coverage the school will secure (**Attachment 26**) including a description of the levels of coverage. The applicant has demonstrated that they have the coverage identified in the sample contract (including but not limited to workers compensation, unemployment compensation, general liability, property, indemnity, directors and officers, motor vehicle, and errors and omissions [Sample Contract § 13.1]).	The applicant has provided a list of the types and levels of insurance coverage (**Attachment 26**) the school will secure, and has demonstrated that they have exceeded the coverage identified in the sample contract (including but not limited to workers compensation, unemployment compensation, general liability, property, indemnity, directors and officers, motor vehicle, and errors and omissions [Sample Contract § 13.1]).	

Section 25: Start-Up and Ongoing Operations

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Overall	The applicant has demonstrated little to no understanding of the start-up procedures for a school.	Overall, the applicant has demonstrated with some evidence an understanding of start-up procedures and has demonstrated limited capacity to implement successfully.	Overall, the applicant has demonstrated with evidence a clear understanding of start-up procedures and has demonstrated the capacity to implement successfully.	Overall, the applicant has convincingly demonstrated with strong evidence a clear understanding of start-up procedures and has demonstrated capacity to implement successfully.	

Section 26: Operations Capacity

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Applicant Team Capacity	There is little or no description of the team's individual and collective qualifications for implementing the Operations Plan successfully, and/or little to no capacity in: ▪ Staffing ▪ Professional development ▪ Performance management ▪ General operations ▪ Facilities management	The applicant has described some of the team's individual and collective qualifications for implementing the Operations Plan successfully, and/or demonstrated limited capacity in some of the following: ▪ Staffing ▪ Professional development ▪ Performance management ▪ General operations ▪ Facilities management	The applicant has described the team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as: ▪ Staffing ▪ Professional development ▪ Performance management ▪ General operations ▪ Facilities management	The applicant has provided a comprehensive and compelling description of the team's individual and collective qualifications for implementing the Operations Plan successfully, with strong capacity in: ▪ Staffing ▪ Professional development ▪ Performance management ▪ General operations ▪ Facilities management	
Facility Acquisition and Management Capacity	There is little or no description of the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.	There is a description of the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, though it is limited and/or provides insufficient detail.	There is a description of the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.	The applicant has provided strong evidence of the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.	
Overall	Overall, there is little to no capacity or understanding of the requirements for strong organizational effectiveness.	Overall, the applicant has demonstrated with evidence minimal capacity or understanding of operational and organizational effectiveness.	Overall, the applicant has demonstrated, with evidence, capacity and understandings of operational and organizational effectiveness leading to a high potential for success.	Overall, the applicant has demonstrated, with evidence, strong capacity in operations and organizational effectiveness leading to a high potential for success.	

CATEGORY 5: FINANCIAL PLAN AND CAPACITY

Section 27: Financial Plan

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Systems, Policies, and Processes	There is little or no description of the systems, policies, and processes the school will use for financial planning, and/or how the school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.	There is a limited or insufficient description of the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, and description of how the school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.	There is a description of the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how the school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.	The applicant has provided a detailed and comprehensive description of the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how the school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements which demonstrates a sound financial structure.	
Roles and Responsibilities	There is little or no description of the roles and responsibilities of the school's administration and governing board for school finances.	There is a limited or insufficient description of the roles and responsibilities of the school's administration and governing board for school finances and the distinction between each.	There is a description of the roles and responsibilities of the school's administration and governing board for school finances which distinguishes between each.	The applicant has provided a detailed and comprehensive description of the roles and responsibilities of the school's administration and governing board for school finances which clearly distinguishes between each.	
Audit Plans	There is little or no description of the plans and procedures for contracting an annual independent audit of the financial and administrative operations of the school, and/or little or no description of how the school will ensure financial transparency to the Commission and the public, or plans for public adoption of its budget and public dissemination of its annual audit and financial reports.	There is a limited or insufficient description of the plans and procedures for contracting an annual independent audit of the financial and administrative operations of the school, and/or insufficient details in the plans and procedures for conducting an annual independent and state audit of the financial and administrative operations of the school.	The applicant has provided the plans and procedures for contracting an annual independent audit of the financial and administrative operations of the school. There is a description of how the school will ensure financial transparency to the Commission and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.	The applicant has provided a detailed and comprehensive description of the plans and procedures for contracting an annual independent audit of the financial and administrative operations of the school, and how the school will ensure financial transparency to the Commission and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.	
Financial Plan Workbook	The applicant did not provide a completed Financial Plan Workbook (**Attachment 27**).	There is a Financial Plan Workbook (**Attachment 27**), though it is vague and missing information.	There is a completed Financial Plan Workbook (**Attachment 27**), which uses the per-pupil revenue guidance provided by the Commission.	There is a fully completed Financial Plan Workbook (**Attachment 27**), which uses the per-pupil revenue guidance provided by the Commission and demonstrates a	

Section 27: Financial Plan

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
				sophisticated understanding of the school's finances.	
Budget Narrative	The applicant has provided little or no detail in the budget narrative. It minimally or did not address: ▪ Anticipated funding sources ▪ The school's contingency plan to meet financial needs ▪ Year one cash flow contingency.	The applicant has provided a budget narrative description, though it lacks sufficient detail to determine its viability and/or the applicant has insufficiently addressed: ▪ Anticipated funding sources ▪ The school's contingency plan ▪ Year one cash flow contingency.	The applicant has provided a detailed budget narrative **(Attachment 28)** which includes a description of assumptions and revenue estimates, the basis and calculations for revenue projections, staffing levels, and expenditures, the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). ▪ Anticipated funding sources: The applicant has indicated the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc., and described any restrictions on access to, or use of, any identified funding sources (including philanthropic) on which the school's core operation depends. (**Attachment 29**) ▪ There is an explanation of the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. ▪ There is a detailed description of year one cash flow contingency, in the event that revenue projections are not met in advance of opening.	The applicant has provided a detailed and comprehensive line item budget narrative **(Attachment 28)** which includes a description of assumptions and revenue estimates, the basis and calculations for revenue projections, staffing levels, and expenditures, the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). The description aligns to the educational program and clearly addresses: ▪ Anticipated funding sources: The applicant has indicated the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc., and described any restrictions on access to, or use of, any identified funding sources (including philanthropic) on which the school's core operation depends. (**Attachment 29**) ▪ There is an explanation of the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. ▪ There is a detailed description of year one cash flow contingency, in the event that revenue projections are not met in advance of opening.	

Section 27: Financial Plan

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Fund Raising Plan	Applicant has provided a fundraising plan (**Attachment 30**) with little to no demonstrable evidence of viability.	Applicant has provided a fundraising plan (**Attachment 30**), though it is limited in description and viability.	Applicant has provided a viable fundraising plan (**Attachment 30**).	Applicant has provided a comprehensive, viable, long term fundraising plan (**Attachment 30**).	
Overall	Overall, the applicant demonstrates lack of understanding of the financial requirements and little to no capacity for financial viability.	Overall, the applicant demonstrates minimal understanding of the financial requirements and a capacity for financial viability.	Overall, the applicant clearly demonstrates understanding of the financial requirements and a strong capacity for financial viability.	Overall, the applicant clearly demonstrates a thorough understanding of the financial requirements and a strong capacity for financial viability.	

Section 28: Financial Management Capacity

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Applicant Team Capacity	The applicant has provided little or no description of the team's individual and collective qualifications for implementing the Financial Plan successfully. And/or did not sufficiently address: ▪ Financial management; ▪ Fundraising and development; ▪ Accounting and internal controls.	The applicant has provided a limited and/or incomplete description of the team's individual and collective qualifications for implementing the Financial Plan successfully. The applicant addressed some of the following or did so in a limited manner: ▪ Financial management; ▪ Fundraising and development; ▪ Accounting and internal controls.	The applicant has described the team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as: ▪ Financial management; ▪ Fundraising and development; and ▪ Accounting and internal controls.	The applicant has clearly and comprehensively demonstrated the team's individual and collective qualifications for implementing the Financial Plan successfully. There is strong evidence of capacity in the school's: ▪ Financial management; ▪ Fundraising and development; ▪ Accounting and internal controls.	
Internal Financial Statements	The applicant does not provide the most recent internal financial statements, inclusive of balance sheets and income statements for the organization and/or any related business entities. School level and overall operations are not distinctly represented (**Attachment 31**).	The applicant provides the recent internal financial statements, though not the most recent, and has provided some of the following: balance sheets and income statements for the organization and any related business entities. School level and overall operations are represented, though distinctions are not clear (**Attachment 31**).	The applicant provides the most recent internal financial statements, including balance sheets and income statements for the organization and any related business entities. School level and overall operations are distinctly represented (**Attachment 31**).	The applicant provides the most recent internal financial statements, inclusive of clear and complete balance sheets and income statements for the organization and any related business entities. School level and overall operations are clearly and distinctly represented (**Attachment 31**).	
Audits	For the organization as a whole and any related business entities, the applicant provided little or no documentation for the last three years of independent financial audit reports and/or management letters (**Attachment 32**).	For the organization as a whole and any related business entities, the applicant provided documents with insufficient detail for the last three years of independent financial audit reports and/or management letters (**Attachment 32**).	For the organization as a whole and any related business entities, the applicant provided the last three years of independent financial audit reports and management letters (**Attachment 32**).	For the organization as a whole and any related business entities, the applicant provided the last three years of independent financial audit reports and management letters with no findings (**Attachment 32**).	
Overall	Overall, the applicant does not demonstrate sound financial management processes and/or capacity and/or the potential for financial viability.	Overall, the applicant demonstrates some financial management processes and capacity and has some potential for financial viability.	Overall, the applicant clearly demonstrates financial management and capacity and has potential for financial viability.	Overall, the applicant clearly demonstrates strong financial management processes and convincing capacity and has a high potential for financial viability.	

EXISTING OPERATORS

Section 29: Existing Operators					
Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Growth Plans and Capacity	There is little to no description of the organization's growth plans and capacity to successfully support and execute that plan.	There is a description of the organization's growth plans and capacity to successfully support and execute that plan, including business plans to support anticipated growth, though it is limited and/or provided insufficient detail.	There is a detailed description of the organization's growth plans and capacity to successfully support and execute that plan, including business plans to support anticipated growth.	There is a detailed and compelling description of the organization's growth plans and capacity to successfully support and execute that plan, including business plans to support anticipated growth, which indicates a strong likelihood for continued capacity for growth.	
Portfolio Summary	The applicant has not completed or provided all requested information for each of the organization's schools (**Attachment 33**).	The applicant has completed *some* of requested information for each of the organization's schools via the Portfolio Summary Template (**Attachment 33**).	The applicant has completed all requested information for each of the organization's schools via the Portfolio Summary Template (**Attachment 33**).	The applicant has completed all requested information for each of the organization's schools via the Portfolio Summary Template (**Attachment 33**).	
Authorized School Status Report	The applicant has not provided or addressed the status report regarding compliance with each preopening condition for applicants authorized to open a school in the 2017 school year and beyond, whether by the Commission or another authorizer.	The applicant has provided a status report regarding compliance with each preopening condition for applicants authorized to open a school in the 2017 school year and beyond, though it is limited in scope and/or provides insufficient detail.	The applicant has provided a status report regarding compliance with each preopening condition for applicants authorized to open a school in the 2017 school year and beyond, whether by the Commission or another authorizer.	The applicant has clearly and comprehensively demonstrated compliance with each preopening condition for applicants authorized to open a school in the 2017 school year and beyond.	
Closed and/or Non-Renewed School(s) Disclosure	The applicant has not addressed or has not indicated that there are no school closures, revocations or non-renewals by any authorizer to report.	The applicant has partially addressed disclosure of schools that have been closed or non-renewed, or charters that have been revoked by any authorizer.	The applicant has either disclosed any schools that have been closed or non-renewed, or charters that have been revoked by any authorizer, or indicated that there are no school closures, revocations or non-renewals to report.	The applicant has reported that no schools have been closed, non-renewed, or had their charters revoked by any authorizer.	
Overall	Overall, the applicant demonstrates little to no existing or planned operations capacity and has little potential for organizational effectiveness.	Overall, the applicant demonstrates minimal existing or planned operations capacity and has some potential for organizational effectiveness.	Overall, the applicant demonstrates existing or planned operations capacity and has a high potential for organizational effectiveness.	Overall, the applicant clearly demonstrates strong existing or planned operations capacity and has a high potential for organizational effectiveness.	

OPTIONAL FEDERAL CHARTER SCHOOL PROGRAM (CSP) PLANNING AND IMPLEMENTATION GRANT

Section 30: Federal Charter School Program Subgrant Application					
Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
CSP sub-grant Goals and Objectives	The applicant has not provided CSP subgrant goals and objectives (no more than 5), and/or though they are not clearly stated in terms of the measures or assessments the school plans to use evaluate progress. The goals are not specific, measurable, action oriented, realistic, relevant, time-bound, and/or include targets. And/or, the applicant did not provide a description of how the charter school will continue operation once the federal grant has expired. And/or did not provide **Attachment 34,** a signed CSP grant Statement of Assurances.	The applicant has provided CSP subgrant goals and objectives (no more than 5), though they are not clearly stated in terms of the measures or assessments the school plans to use evaluate progress. Some goals are specific, measurable, action oriented, realistic, relevant, time-bound, and include targets. And/or, the applicant provided an insufficient description of how the charter school will continue operation once the federal grant has expired. And/or did not provide **Attachment 34,** a signed CSP grant Statement of Assurances.	The applicant has provided specific CSP subgrant goals and objectives (no more than 5), which are clearly stated in terms of the measures or assessments the school plans to use evaluate progress. All goals are specific, measurable, action oriented, realistic, relevant, time-bound, and include targets. The applicant included a description of how the charter school will continue operation once the federal grant has expired. Applicant provided **Attachment 34,** a signed CSP grant Statement of Assurances	The applicant has provided specific well-articulated CSP subgrant goals and objectives (no more than 5), which are clearly stated in terms of the measures or assessments the school plans to use evaluate progress. All goals are specific, measurable, action oriented, realistic, relevant, time-bound, and include targets. The applicant included a thorough description of how the charter school will continue operation once the federal grant has expired. Applicant provided **Attachment 34,** a signed CSP grant Statement of Assurances	

Section 30: Federal Charter School Program Subgrant Application

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
CSP sub-grant Budget and Narrative	The applicant has provided little to no description of how the subgrant funds will be used, and/or little to no detail how such funds will be used in conjunction with any other federal programs administered by the U.S. Secretary of Education. The applicant has provided little to no specific, line item budget detail and/or no CSP sub-grant budget and budget (**Attachment 35**).	The applicant has provided a limited description of how the subgrant funds will be used, and/or insufficient detail how such funds will be used in conjunction with any other federal programs administered by the U.S. Secretary of Education. The applicant has provided a CSP sub-grant budget and budget narrative (**Attachment 35**), though it is not specific, line item detailed and/or very limited in detail.	The applicant has provided a description of how the subgrant funds will be used, including a description of how such funds will be used in conjunction with any other federal programs administered by the U.S. Secretary of Education. The applicant has provided a complete CSP sub-grant budget and budget narrative (**Attachment 35**).	The applicant has provided a complete description of how the subgrant funds will be used, including a thorough description of how such funds will be used in conjunction with any other federal programs administered by the U.S. Secretary of Education. The applicant has provided a complete and specific line item detailed CSP sub-grant budget and budget narrative (**Attachment 35**).	
Overall				Overall, the applicant clearly demonstrates a strong plan with SMART goals and objectives, a detailed budget and budget narrative, and has a strong potential for an effective planning year.	

CATEGORY 1: EXECUTIVE SUMMARY

Spokane Public Schools
excellence for everyone

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Educational Needs, Student Population, and Non-Academic Challenges	The executive summary fails to address key criteria; provides little or no evidence of the school's educational need and anticipated student population, and/or a description of how the school will increase opportunities for at-risk students, and/or how the applicant team has assessed demand and/or need for the school.	The executive summary *partially* outlines the anticipated student population, though it is unclear and provides insufficient detail about the educational need and anticipated student population and/or a description of how the school will increase opportunities for at-risk students and/or how the applicant team has assessed demand and/or need for the school.	The executive summary clearly outlines a description of the proposed student population and the educational needs of the anticipated student population and non-academic challenges the school is likely to encounter, the rationale for the number of students and grade levels served in year one of the attendance projection and the basis for the growth plan in the enrollment attendance projection. There is a description of how the school will increase opportunities for at-risk (as defined in RCW 28A.710.010) students and how the applicant team has assessed demand and/or need for the school. **(Attachment)**	The applicant has convincingly demonstrated a solid understanding of the anticipated student population and capacity to implement the proposed school plan in its description of the proposed student population and the educational needs of the anticipated student population and non-academic challenges the school is likely to encounter, the rationale for the number of students and grade levels served in year one of the attendance projection. There is a description of how the school will increase opportunities for at-risk students and how the applicant team has assessed demand and/or need for the school and the basis for the growth plan in the enrollment attendance projection, and how the applicant team has assessed demand and/or need for the school. **(Attachment)**	
Geographic Location	The applicant has provided little to no description of the geographic location of the school, and/or the rationale for selecting the school location, and student body; and identified any enrollment priorities the school intends to employ, and has not demonstrated an understanding of the applicable restrictions on enrollment eligibility and selection.	The description of the geographic location of the school, the rationale for selecting the school location and student body; and identification of any enrollment priorities the school intends to employ is insufficient in detail, and/or inconsistent with applicable restrictions on enrollment eligibility and selection.	The applicant has completely described the geographic location of the school, the rationale for selecting the school location, and student body; and identified any enrollment priorities the school intends to employ, and is consistent with applicable restrictions on enrollment eligibility and selection.	The applicant has provided abundant and comprehensive evidence to support the geographic location of the school, the rationale for selecting the school location, and student body; and identified any enrollment priorities the school intends to employ, and is consistent with applicable restrictions on enrollment eligibility and selection.	
School Plan, Mission, Vision, and Goals	The mission statement has little or no description of the students and community to be served, school goals, what success will look like, and/or no alignment with Washington charter law and the Commission's stated priorities.	The mission statement insufficiently describes the students and community to be served, school goals, what success will look like, and/or insufficiently aligns with Washington charter law and the Commission's stated priorities.	The applicant has provided a clear school plan with a description of the students and community to be served, a mission and vision statement, measurable school goals , what success will look like, and aligns with Washington charter law and the Commission's stated priorities.	The applicant has demonstrated a high degree of implementation capacity in its clear and comprehensive description of the school plan and the students and community to be served, the mission and vision statement, measurable school goals what success will look like, and aligns with Washington charter law and the Commission's stated priorities.	

CATEGORY 2: EDUCATIONAL PROGRAM DESIGN AND CAPACITY

Section 2: Program Overview

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Educational Program Terms	There is little or no information regarding the essential design elements of the school model, and/or the applicant has not provided at least three measurable Educational Program Terms.	The essential design elements of the school model and the Educational Program Terms (at least three) lack clarity and/or are not all measurable.	The applicant has provided the essential design elements of the school model, and at least three (no more than five) specific and measurable Educational Program Terms.	The applicant has convincingly and comprehensively summarized the essential design elements of the school model, and provided at least three (no more than five) specific and measurable Educational Program Terms.	
Research Driven Program	Based on its description, the applicant has demonstrated little to no understanding of the research-based and/or other evidence that promises success for this program with the anticipated student population.	The applicant has demonstrated a limited understanding of the research-based and/or other evidence that promises success for this program with the anticipated student population.	The applicant has provided evidence that the Educational Program or essential design elements of the program are based on proven methods and provided evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population.	The applicant has provided strong and convincing evidence that the educational program or essential design elements of the program are based on proven methods and provided evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population.	
Culturally Responsive Program	The applicant has provided little to no mention of the instructional methods and assessment strategies and/or has provided little to no description of the culturally responsive instructional aspects of the program.	The applicant minimally mentions the instructional methods and/or does not describe in sufficient detail the impact of the culturally responsive instructional aspects of the program on the proposed student population.	The applicant has described the culturally responsive instructional aspects of the educational program.	The applicant has clearly and comprehensively described the culturally responsive instructional aspects of the program and provided strong evidence and a sophisticated understanding of the impact of the culturally responsive aspects of the program on the targeted student population.	
Overall	Overall, the applicant has provided little or no description of its educational program model and/or does not demonstrate an understanding of its educational program terms and design.	Overall, the applicant has insufficiently described its educational program and/or demonstrates a limited understanding of its education program terms and/or design.	Overall, the applicant has described a strong educational program model and demonstrated an understanding of its educational program.	Overall, the applicant has described a sophisticated educational program model with evidence that the education program terms and design elements are based on proven methods, have a sound base in research, theory, and/or experience, and are rigorous, engaging, culturally relevant, and effective for the anticipated student population. There is a high likelihood for success.	

Section 3: Curriculum and Instructional Design

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Basic Learning Environment	There is little or no description of the basic learning environment and/or reference to class size and structure, and/or mission and vision, or cultural responsiveness.	The description of the basic learning environment is limited and/or only includes some of the required information, and/or is not aligned to the school mission and vision.	The description of the basic learning environment is clear, includes class size and structure, is aligned to the school's mission and vision, and describes evidence that the learning environment is culturally responsive, appropriate and effective for the anticipated students.	The description of the basic learning environment is clear, comprehensive and includes class size and structure, is well aligned to the school's mission and vision, and demonstrates a sophisticated understanding of cultural responsiveness and will be appropriate and effective for the anticipated students.	
Curriculum Overview	There is little or no description of school curricula that are aligned to applicable state standards, and/or there is no description of the appropriate course outcomes and/or a scope and sequence.	The description of the school's curricula has partially or insufficiently demonstrated alignment to applicable state standards and/or has not demonstrated appropriate course outcomes, and/or a scope and sequence.	There is an overview of the school's curricula which demonstrates alignment to applicable state standards with the appropriate course outcomes. A sample scope and sequence for one subject in one grade of each division (elementary, middle and high) the school will serve is provided in **Attachment**.	The description of the school's curricula contains abundant detail to demonstrate strong alignment to applicable state standards, appropriate course outcomes, and a complete and comprehensive scope and sequence is provided in **Attachment**.	
Curriculum Development	The applicant has provided little to no description of the curricular choices, textbook selection, and the rationale for each, and/or not described the evidence that these curricula will be appropriate and effective for the anticipated student population. **OR** If the applicant plans to develop a curriculum, there is little or no description regarding how the curriculum will be developed.	The applicant has minimally addressed the curricular choices, textbook selection, and the rationale for each, and/or not described the evidence that these curricula will be appropriate and effective for the anticipated student population. **OR** If the applicant plans to develop a curriculum, there is a limited and/or incomplete description regarding how the curriculum will be developed.	The applicant has described the curriculum, summarized the curricular choices such as textbook selection, by subject, and the rationale for each, described the evidence that these curricula will be appropriate and effective for the anticipated student population. **OR** If the applicant plans to develop a curriculum, a detailed description regarding how the curriculum will be developed, including who will be responsible and when key stages will be, is provided in **Attachment**.	The applicant has comprehensively described the curriculum and its alignment to the Educational Program Terms, summarized the curricular choices such as textbook selection, by subject, and the rationale for each, and described the evidence that these curricula will be appropriate and effective for the anticipated student population. **OR** If the applicant plans to develop a curriculum, a detailed, comprehensive, and well-articulated description regarding how the curriculum will be developed is provided in **Attachment.**	
Instructional Strategies	There is little or no description of the primary instructional strategies, and/or a rationale for why the listed strategies are being used and their cultural responsiveness. And/or the described processes, methods and systems teachers will have for providing differentiated instruction to meet the needs of all students was not addressed.	The description of the primary instructional strategies is limited and/or the rationale for why the listed strategies are being used and/or their cultural responsiveness is insufficient in detail. And/or the described processes, methods and systems teachers will have for providing differentiated instruction to meet the needs of all students is lacking detail.	The applicant has provided a description of the primary instructional strategies, along with a rationale for why the listed strategies are being used and their cultural responsiveness to the anticipated student population, and described the processes, methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.	There is a detailed, sophisticated, and comprehensive description of the primary instructional strategies along with compelling research, or experience-based rationale for why the listed strategies are being used and how they are culturally responsive and responsive to the anticipated student population. There is a comprehensive and relevant description of the processes methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.	

Section 4: Student Performance Standards

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Student Performance Standards	There is little or no description of the student performance standards for the school as a whole.	There is a description of the student performance standards for the school as a whole, though, the description does not address all grades and is limited in detail.	There is a description of the student performance standards for the school as a whole and they are aligned with state standards.	There is a comprehensive description of the student performance standards for the school as a whole. The clear alignment of the standards to the educational program and essential design elements further demonstrate the applicant's thorough understanding of performance standards and capacity to implement high standards for student success.	
Academic Standards Beyond State Standards	If the applicant plans to adopt or develop additional academic expectations beyond the state standards, there is little or no explanation and/or rationale of the expectations (e.g. content areas, grade levels).	If the applicant plans to adopt or develop additional academic expectations beyond the state standards, there is a minimal and/or limited explanation and/or rationale for the expectations (e.g. content areas, grade levels).	If the applicant plans to adopt or develop additional academic expectations beyond the state standards, a clear explanation and rationale of the expectations (e.g. content areas, grade levels) is provided.	If the applicant plans to adopt or develop additional academic expectations beyond the state standards, there is a clear, comprehensive and compelling explanation and rationale of the expectations (e.g. content areas, grade levels) and alignment to the educational program is provided.	
Grade Promotion	The applicant has insufficiently or not addressed policies, standards, and/or expectations for promoting students from one grade to the next, and/or a plan for clearly communicating these criteria to staff, students, and families.	The applicant has mentioned the policies, standards, and expectations for promoting students from one grade to the next and that they are based on research and/or best practices, a plan for communicating these criteria to staff, students, and families is included, though said policies, standards and plan are limited and have insufficient detail and description.	The proposed policies, standards, and expectations for promoting students from one grade to the next are based on research and/or best practices and there is a culturally responsive plan for clearly communicating these criteria to staff, students, and families.	The proposed policies, standards, and expectations for promoting students from one grade to the next are based on research and/or best practices, demonstrate high standards for students and are well aligned to the school's education program, mission and vision. The applicant has provided a strong culturally responsive plan for clearly communicating these criteria to staff, students, and families.	
Exit Standards	The applicant has provided little to no description of the school's exit standards for graduating students, it is unclear what students in the last grade served must know and be able to do to meet or exceed all state grade level expectations (**Attachment**).	The applicant has provided the school's exit standards for graduating students, though it is not clear what students in the last grade served will know and be able to do to meet or exceed all state grade level expectations, and/or the applicant has demonstrated a weak understanding of exit standards (**Attachment**).	The applicant has provided the school's exit standards for graduating students (**Attachment**) which clearly set forth what students in the last grade served will know and be able to do, and meet or exceed all state grade level expectations.	The applicant has provided the school's exit standards for graduating students (**Attachment**) which clearly set forth what students in the last grade served will know and be able to do, and meet or exceed all state grade level expectations.	

Section 5: High School Graduation Requirements (High Schools Only)

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Exit Standards	There is little or no description of how the school will meet the requirements described in **Attachment**, and/or little or no explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, there is not an explanation of the additional requirements.	There is a limited description with insufficient detail on how the school will meet the requirements described in **Attachment**, along with an explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered; and if graduation requirements for the school will exceed state standards, an explanation of the additional requirements was minimally described.	There is a description of how the school will meet the requirements described in **Attachment**, along with an explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, there is an explanation of the additional requirements.	There is a clear and comprehensive description of how the school will meet the requirements described in **Attachment**, along with a strong explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, there is an explanation of the additional requirements.	
Career/College Readiness	There is little or no explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce).	The explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce) lacks clarity and sufficient detail.	There is an explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce).	There is a clear and convincing description of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce).	
Dropout Prevention	There is little or no explanation of the systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.	There is a limited or insufficient explanation of the systems and structures the school will implement for serving students at risk of dropping out and/or not meeting the proposed graduation requirements.	There is a clear description of the systems and structures the school will implement for serving students at risk of dropping out and/or not meeting the proposed graduation requirements.	There is a thorough and sophisticated description of the systems and structures used for students at risk of dropping out and/or not meeting graduation requirements, which demonstrates a strong understanding of at-risk student needs and a high potential for student success.	

Section 6: School Calendar and Schedule

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Annual Academic Schedule	There is little or no description of the annual academic schedule for the school, how the calendar reflects the needs of the educational program and meets Washington State minimum instructional requirements as stated in RCW 28A.150.220(2). The school's proposed calendar for the first year of operation does not include the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days (**Attachment**).	There is a description of the annual academic schedule for the school, though it does not clearly explain and/or demonstrate how the calendar reflects the needs of the educational program and meets Washington State minimum instructional requirements as stated in RCW 28A.150.220(2). The school's proposed calendar for the first year of operation lacks sufficient detail regarding the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days (**Attachment**).	There is a clear description of the annual academic schedule for the school which explains and demonstrates how the calendar reflects the needs of the educational program and meets Washington State minimum instructional requirements as stated in RCW 28A.150.220(2). The school's proposed calendar for the first year of operation includes the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days (**Attachment**).	There is a clear and compelling description of the annual academic schedule for the school which explains and demonstrates how the calendar reflects the needs of the educational program and meets or exceeds Washington State minimum instructional requirements as stated in RCW 28A.150.220(2). The school's proposed calendar for the first year of operation includes the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days (**Attachment**).	
Daily and Weekly Schedule	The applicant has provided little or no evidence regarding the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects, and/or there is little or no explanation on how the school's daily and weekly schedule will be optimal for student learning. **Attachment** is missing or incomplete.	The applicant has provided limited and insufficient detail regarding the structure of the school day and week, including the number of instructional hours/ minutes in a day for core subjects such as language arts, mathematics, science, and social studies, the start and dismissal times. There is a minimal explanation why the school's daily and weekly schedule will be optimal for student learning. The minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade has been provided along with a sample daily and weekly schedule for each division of the school (**Attachment**), though the applicant has demonstrated a limited or incomplete understanding of the instructional time necessary for optimal student learning.	The applicant describes the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies, as well as any school-specific educational program terms or design elements and the start and dismissal times. There is an explanation why the school's daily and weekly schedule will be optimal for student learning. The minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade has been provided along with a sample daily and weekly schedule for each division of the school (**Attachment**).	The applicant has comprehensively described the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies, as well as any school-specific educational program terms or design elements and the start and dismissal times. There is a strong and sophisticated explanation as to why the school's daily and weekly schedule will be optimal for student learning. The minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade has been provided along with a realistic and compelling sample daily and weekly schedule for each division of the school (**Attachment**). Overall, the applicant has provided exceptional evidence of a compelling daily and annual school schedule that will lead to optimal learning.	

Section 7: School Culture

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Culture of the School	There is little or no description of the culture of the proposed school or an explanation of how it will promote a positive and culturally inclusive academic environment and reinforce intellectual and social development for students.	The description of the culture of the proposed school lacks sufficient detail as to how it will promote a positive and culturally inclusive academic environment and reinforce intellectual and social development for students.	There is a description of the culture of the proposed school, explaining how it will promote a positive and culturally inclusive academic environment and reinforce intellectual and social development for students.	There is a compelling description of the culture of the proposed school, explaining how it will promote and sustain a positive and culturally inclusive academic environment and reinforce intellectual and social development for students. The applicant's description demonstrates a solid understanding and strong capacity to practice cultural inclusiveness.	
Establishing and Maintaining Culture	There is little or no description for how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, and/or there is little or no description of a plan for enculturating students who enter the school mid-year.	There is a limited explanation of how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, including a plan for enculturating students who enter the school mid-year; demonstrates a limited or incomplete understanding of how to create and implement a positive school culture.	There is a description for how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, including a plan for enculturating students who enter the school mid-year.	There is a well-articulated, comprehensive and compelling description for how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, including a plan for enculturating students who enter the school mid-year.	
Cultural Responsiveness	There is little or no explanation for how the school culture will be culturally responsive, take account of and serve all students, including students receiving special education services, English Language Learners (ELLs) and any student at risk of academic failure.	The explanation for how the school culture will be culturally responsive, take account of and serve all students, including students receiving special education services, English Language Learners (ELLs) and any student at risk of academic failure is limited and/or does not provide sufficient detail to determine how the school culture will be responsive to all students.	There is a clear and detailed explanation for how the school culture will be culturally responsive, take account of and serve all students, including students receiving special education services, English Language Learners (ELLs) and any student at risk of academic failure.	The applicant's explanation for how the school culture will be culturally responsive, take account of and serve all students, including receiving special education services, English Language Learners (ELLs) and any student at risk of academic failure clearly demonstrates the applicant's thorough understanding and capacity to ensure cultural inclusive-ness and responsiveness for all students.	
Typical School Day (Student and Teacher)	The applicant has provided little or no description of a typical school day from the perspective of a student and/or a teacher.	The applicant has provided a limited description with insufficient detail to determine what a typical school day would look like from the perspective of a student and/or from the perspective of a teacher.	The applicant has described a typical school day from the perspective of a student and a typical school day from the perspective of a teacher.	The applicant has described a compelling typical school day from the perspective of a student and from the perspective of a teacher and clearly demonstrates the applicant's understanding and capacity to ensure cultural inclusiveness and responsiveness for all students and staff.	

Section 8: Supplemental Programming

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Summer School (If Applicable)	The applicant has provided little or no description of the proposed summer school offerings including the schedule, length, anticipated participants and/or how they will be identified, and the process for determining attendance when interest exceeds capacity.	The description of the proposed summer school offerings is limited and lacks sufficient detail to fully determine the adequacy of the following: schedule, length, anticipated participants and how they will be identified, and the process for determining attendance when interest exceeds capacity.	If the applicant has proposed to operate summer school, it has provided a comprehensive description of the proposed summer school offerings including the schedule, length, anticipated participants and how they will be identified, and the process for determining attendance when interest exceeds capacity. There is a clear plan for resource and staffing needs which is also reflected in the budget.	If the applicant has proposed to operate summer school, the applicant has provided a comprehensive and compelling description of the proposed summer school offerings including the schedule, length, anticipated participants. The applicant has clearly demonstrated how participants will be identified and the process for determining attendance when interest exceeds capacity, and how the program aligns with the mission, vision and educational program. There is a clear plan for resource and staffing needs which is also reflected in the budget.	
Extra or Co-Curricular Activities	There is little or no description of culturally responsive extra-curricular, co-curricular, or other student-focused activities or programming the school will offer and how they will be delivered and funded. And/or there is no description of how the school will pay for student participation in district sponsored interscholastic programs	The description of culturally responsive extra-curricular, co-curricular, or other student-focused activities or programming the school will offer and how they will be delivered and funded is limited in scope and/or does not provide sufficient detail to determine sufficient resources and/or program viability. And/or the applicant minimally addressed how the school will pay for student participation in district sponsored interscholastic programs	There is a clear description of culturally responsive extra-curricular, co-curricular, or other student-focused activities or programming the school will offer and how they will be delivered and funded, including the schedule, length, and anticipated participants. There is a description of how the school will pay for student participation in district sponsored interscholastic programs.	There is a clearly articulated and detailed description of culturally responsive extra-curricular, co-curricular, or other student-focused activities or programming the school will offer and how they will be delivered and funded, including the schedule, length, and anticipated participants, and how the school will pay for student participation in district sponsored interscholastic programs. The applicant has clearly and comprehensively demonstrated how participants will be identified and the process for determining attendance when interest exceeds capacity, and how the program aligns with the mission, vision and educational program.	
Student Mental, Emotional, And Social Development and Health	There is little or no description of culturally responsive programs that address the mental, emotional, and social development and health of ALL students, including how the program will be funded and how those programs will meet the unique needs of the student population.	The description of culturally responsive programs that address the mental, emotional, and social development and health of ALL students, including how the program will be funded and how those programs will meet the unique needs of the student population is limited in scope and/or does not provide sufficient detail to determine if the programs are culturally responsive.	There is a clear description of culturally responsive programs that address the mental, emotional, and social development and health of ALL students, including how the program will be funded and how those programs will meet the unique needs of the student population.	There is a clearly articulated and compelling description of culturally responsive programs that address the mental, emotional, and social development and health of ALL students, including how the program will be funded and how those programs will meet the unique needs of the student population. Additionally, the applicant has addressed community and other agency partners.	

Section 9: Special Populations and At-Risk Students

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Special Populations Plan	The applicant has provided little to no description of an overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out is limited and lacks sufficient detail. The plan minimally or does not address how the school will meet students' needs in the least restrictive environment.	The overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out, is limited and lacks sufficient detail. The plan minimally addresses how the school will meet students' needs in the least restrictive environment.	There is a description of the overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out. The plan addresses how the school will meet students' needs in the least restrictive environment.	There is a clear and comprehensive description of an overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out. The plan thoroughly addresses how the school will meet students' needs in the least restrictive environment.	
Expected Special Populations	The applicant has provided little or no identification of the special populations and at-risk groups that the school expects to serve and/or not explained the basis for these assumptions, and/or there is little or no description of how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of all students. The applicant has provided little or no capacity to comply with applicable laws and regulations.	The applicant has insufficiently identified the special populations and at-risk groups that the school expects to serve and/or explained the basis for these assumptions, and/or there is insufficient detail on how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of all students. The applicant has insufficiently demonstrated capacity to comply with applicable laws and regulations.	The applicant has identified the special populations and at-risk groups that the school expects to serve and explained the basis for these assumptions. There is an explanation of how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of all students. The applicant has demonstrated capacity to comply with applicable laws and regulations.	The applicant has thoroughly identified the special populations and at-risk groups that the school expects to serve and explained the basis for these assumptions. There is a comprehensive and articulate explanation of how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of all students. The applicant has demonstrated a thorough understanding and capacity to comply with applicable laws and regulations.	
SPED	The applicant has provided little or no explanation on how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. There is little or no description of the specific programs, strategies, and supports the school will provide, and/or no description of the following: methods for student identification, specific instructional programs and practices, plans for monitoring and evaluating academic, social, emotional and functional performance and graduation/promotion, scientifically based research interventions, and qualified staffing for specially designed instruction. Overall, the applicant has demonstrated little understanding of meeting the needs of its students with disabilities.	The applicant has insufficiently explained how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. The programs, strategies, and supports the school will provide lack sufficient details and/or minimally addresses the following: methods for student identification, specific instructional programs and practices, plans for monitoring and evaluating academic, social, emotional and functional performance and graduation/promotion, scientifically based research interventions, and qualified staffing for specially designed instruction.	The applicant has specifically explained how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. The specific programs, strategies, and supports the school will provide, including the following: methods for student identification, specific instructional programs and practices, plans for monitoring and evaluating academic, social, emotional and functional performance and graduation/ promotion, scientifically based research interventions, and qualified staffing for specially designed instruction.	The applicant has comprehensively and completely explained how the school will identify and meet the specific learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Included are complete descriptions of specific programs, strategies, and supports the school will provide, including the following: methods for student identification, specific instructional programs and practices, plans for monitoring and evaluating academic, social, emotional and functional performance and graduation/ promotion, scientifically based research interventions, and qualified staffing for specially designed instruction. The applicant has demonstrated a sophisticated understanding and explanation of how it will serve its students with disabilities.	

Section 9: Special Populations and At-Risk Students

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
ELL	The applicant has provided little or no explanation of how the school will meet the needs of English Language Learner (ELL) students, and/or not included a description of methods for identification, special instructional programs, and plans for monitoring and evaluating student academic progress, providing qualified staffing for ELL instruction and parent notification requirements.	The applicant has provided a limited and insufficient explanation of how the school will meet the needs of English Language Learner (ELL) students, including: methods for identification, special instructional programs, and plans for monitoring and evaluating student academic progress, providing qualified staffing for ELL instruction and parent notification requirements.	The applicant has explained how the school will meet the needs of English Language Learner (ELL) students, including: methods for identification, bilingual or, an alternative instructional program (WAC 392-160-010) instructional program, plans for monitoring and evaluating student academic progress, providing qualified staffing for ELL instruction and parent notification requirements.	The applicant has thoroughly explained how the school will meet the needs of English Language Learner (ELL) students, including: comprehensive methods for identification, special instructional programs, and explicit plans for monitoring and evaluating student academic progress, providing qualified staffing for ELL instruction and parent notification requirements. The applicant has demonstrated a sophisticated understanding and explanation of how it will serve its students who speak a language other than English.	
At-Risk	The applicant has provided little or no explanation of how the school will meet the needs of its at-risk students, and/or not included a description of methods for identification, special instructional programs, and plans for monitoring and evaluating student academic progress, and qualified staffing for instruction.	The applicant has provided a limited and insufficient explanation of how the school will meet the needs of at-risk students, including: methods for identification, special instructional programs, and plans for monitoring and evaluating student academic progress, and qualified staffing for instruction.	The applicant has explained how the school will meet the needs of its at-risk students, including: methods for identification, programs and practices for enhancing their abilities, plans for monitoring and evaluating student academic progress, and qualified staffing for instruction for students who are at-risk.	The applicant has thoroughly explained how the school will meet the needs of at-risk students, including: comprehensive methods for identification, special instructional programs, and explicit plans for monitoring and evaluating student academic progress, and qualified staffing for ELL instruction. The applicant has demonstrated a sophisticated understanding and explanation of how it will serve its students who are at-risk.	
HICAP	The applicant has provided little or no explanation of how the school will meet the needs of its highly capable students, and/or not included a description of methods for identification, special instructional programs, and plans for monitoring and evaluating student academic progress, and qualified staffing for instruction.	The applicant has provided a limited and insufficient explanation of how the school will meet the needs of highly capable students, including: methods for identification, special instructional programs, and plans for monitoring and evaluating student academic progress, and qualified staffing for instruction.	The applicant has explained how the school will meet the needs of its highly capable students, including: methods for identification, special instructional programs, and plans for monitoring and evaluating student academic progress, and qualified staffing for highly capable instruction.	The applicant has thoroughly explained how the school will meet the needs of its highly capable students, including: comprehensive methods for identification, special instructional programs, and explicit plans for monitoring and evaluating student academic progress, and qualified staffing for highly capable instruction. The applicant has demonstrated a sophisticated understanding and explanation of how it will serve its students who are highly capable.	

Section 10: Unique/Innovative Program Offering

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Unique Innovative/Program Offering	The applicant has provided little or no explanation on how the school will offer students a unique and innovative experience, how this school will bring something new to our district or how students will be prepared for college/career success.	The applicant has provided a limited and insufficient explanation on how the school will offer a unique and innovative school design not currently found in our district. The applicant only partially explained how the innovative instructional design and practices will impact student learning and provide for a strong pathway of college/career readiness.	The applicant has explained how the will school provide a unique type of school model not currently found in our district. This new model is innovative by design and provides a quality education which prepares its students for college/career success. The instructional design is based on proven educational practices	The applicant comprehensively and completely explained how the program will offer a unique and new type of school that is not currently operating within our district. The applicant also provided evidence that this new program utilizes proven methods for success. The instructional design and curriculum is closely tied to student needs using innovative curriculum/instructional strategies. Lastly, the applicant demonstrated how the new program aligns with the district's T-2-4 initiative of providing college and career pathways for its students	

Section 11: Student Recruitment and Enrollment

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Recruitment and Enrollment Plan	There is little or no description of the culturally inclusive student marketing and recruitment plan and how it will provide equal access to all interested students and families and/or the applicant has minimally or not described the school's plan for outreach to at-risk students.	There is a limited and incomplete description of the culturally inclusive student marketing and recruitment plan and how it will provide equal access to all interested students and families, and/or the applicant has minimally described the school's plan for outreach to at-risk students.	There is a description of the culturally inclusive student marketing and recruitment plan and how it will provide equal access to all interested students and families. The applicant has specifically described the school's plan for outreach to at-risk students.	There is a comprehensive and compelling description of the culturally inclusive student marketing and recruitment plan and how it will provide equal access to all interested students and families The applicant has specifically and completely described the school's plan for outreach to at-risk students.	
Enrollment Policy	There is little or no indication of an enrollment policy and/or a policy inclusive of culturally inclusive strategies and the tentative dates for the application period and enrollment, a timeline for student recruitment/engagement and enrollment, publically noticed and open lottery procedures, and policies and procedures for waiting lists, withdrawals, reenrollment, and transfers (**Attachment**).	There is insufficient detail for the enrollment policy including insufficient detail on some/or all of the following: culturally inclusive strategies and/or the tentative dates for the application period and enrollment, a timeline for student recruitment/engagement and enrollment, publically noticed and open lottery procedures, and policies and procedures for waiting lists, withdrawals, reenrollment, and transfers (**Attachment**).	There is an enrollment policy which includes culturally inclusive strategies and the tentative dates for the application period and enrollment, a timeline for student recruitment/engagement and enrollment, publically noticed and open lottery procedures, and policies and procedures for waiting lists, withdrawals, reenrollment, and transfers (**Attachment**).	There is an enrollment policy that includes culturally inclusive strategies and the tentative dates for the application period and enrollment, a timeline for student recruitment/ engagement and enrollment, publically noticed and open lottery procedures, and policies and procedures for waiting lists, withdrawals, reenrollment, and transfers (**Attachment**).	
Overall	Overall, the applicant has demonstrated little to no understanding or capacity for equitable student recruitment and enrollment.	Overall, the applicant has demonstrated minimal understanding or capacity for equitable student recruitment and enrollment.	Overall, the applicant has understanding or capacity for equitable student recruitment and enrollment.	Overall, the applicant has demonstrated a compelling understanding and capacity for equitable student recruitment and enrollment processes and procedures.	

Section 12: Student Discipline Policy and Plan

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Discipline Policy	The applicant has provided little or no description of the proposed discipline plan, with little or no detail on how the plan is based on some combination of research, theory, experience, and best practices, and/or little or no explanation on how the discipline policy will be culturally responsive and effective for the anticipated student population, and/or little or no demonstration of compliance with applicable state laws and authorizer policies, and little or no description of: ▪ Equitable and fair practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior; ▪ A list and definitions of the offenses for which students in the school must (where nondiscretionary) and may (where discretionary) be suspended or expelled; ▪ The rights of students with disabilities in disciplinary actions and proceedings; ▪ How the school will address potential disproportionate discipline rates based on race, ethnicity, gender, etc.; ▪ Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion.	The applicant has provided a limited and insufficient description of the proposed discipline plan, with insufficient detail on how the plan is based on some combination of research, theory, experience, and best practices, and/or little or no demonstration or explanation on how the discipline policy will be culturally responsive and effective for the anticipated student population, or in compliance with applicable state laws and authorizer policies, and/or insufficiently or minimally addresses: ▪ Equitable and fair practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior; ▪ A list and definitions of the offenses for which students in the school must (where nondiscretionary) and may (where discretionary) be suspended or expelled; ▪ The rights of students with disabilities in disciplinary actions and proceedings; ▪ How the school will address potential disproportionate discipline rates based on race, ethnicity, gender, etc.; ▪ Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion.	The applicant has provided a detailed description of the proposed discipline plan, along with a detailed explanation of how the plan is based on some combination of research, theory, experience, and best practices, and a clear demonstration and explanation on how the discipline policy will be culturally responsive and effective for the anticipated student population (**Attachment)**, and has demonstrated compliance with applicable state laws and authorizer policies, adherence to legal due process requirements and clearly addresses: ▪ Equitable and fair practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior; ▪ A list and definitions of the offenses for which students in the school must (where nondiscretionary) and may (where discretionary) be suspended or expelled; ▪ The rights of students with disabilities in disciplinary actions and proceedings; ▪ How the school will address potential disproportionate discipline rates based on race, ethnicity, gender, etc.; ▪ Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion.	The applicant has provided a compelling, comprehensive and thorough description of the proposed discipline plan, with detail on how the plan is based on some combination of research, theory, experience, and best practices, and a clear and sophisticated demonstration and explanation on how the discipline policy will be culturally responsive and effective for the anticipated student population (**Attachment**), and has comprehensively demonstrated compliance with applicable state laws and authorizer policies, adherence to legal due process requirements and clearly addresses: ▪ Equitable and fair practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior; ▪ A complete and thorough list and definitions of the offenses for which students in the school must (where nondiscretionary) and may (where discretionary) be suspended or expelled; ▪ The rights of students with disabilities in disciplinary actions and proceedings; ▪ How the school will address potential disproportionate discipline rates based on race, ethnicity, gender, etc.; ▪ Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion.	
Distribution Plan	The applicant has provided little or no description on how students and parents/guardians will be informed of the school's discipline policy.	The applicant has insufficiently described how students and parents/guardians will be informed of the school's discipline policy.	The applicant has described how students and parents/guardians will be informed of the school's discipline policy.	The applicant has thoroughly described how students and parents/guardians will be informed of the school's discipline policy.	
Overall	Overall, the applicant has not demonstrated an understanding and/or capacity to develop a viable student discipline plan and policy in compliance with applicable state laws.	Overall, the applicant has demonstrated a limited understanding and/or the capacity necessary to develop and implement a viable and culturally inclusive student discipline plan and policy in compliance with applicable state laws.	Overall, the applicant has demonstrated a strong understanding and the capacity necessary to develop and implement a viable and culturally inclusive student discipline plan and policy in compliance with applicable state laws.	Overall, the applicant has clearly demonstrated a thorough and sophisticated understanding and the capacity necessary to develop and implement a viable and culturally inclusive student discipline plan and policy in compliance with applicable state laws.	

Section 13: Family and Community Involvement

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Family and Community Assessment and Engagement to Date	The applicant has provided little or no description and/or evidence of the specific role to date of the parents/guardians and community members involved in developing the proposed school and/or any other evidence of parent/guardian and community support for the proposed charter school. The applicant has provided little or no evidence that the school has assessed and built parent/guardian and community demand for the proposed school and/or little to no description how the school will engage families and community members from the time that the school is approved through opening.	The applicant has described and provided evidence on the role to date of the parents/guardians and community members involved in developing the proposed school and has mentioned other evidence of parent/guardian and community support for the proposed school, though the information is limited and lacking in sufficient detail to determine engagement. The applicant has demonstrated some assessment of parent/guardian and community demand for the proposed school, though its description of how the school will engage families and community members from the time that the school is approved through opening has limited outreach strategies, and the nature of family and community engagement is unclear.	The applicant has described and provided evidence on the specific role to date of the parents/guardians and community members involved in developing the proposed school and has included any other evidence of parent/guardian and community support for the proposed charter school. The applicant demonstrates that the school has assessed and built parent/guardian and community demand for the proposed school and describes how the school will engage families and community members from the time that the school is approved through opening.	The applicant has articulately described, in detail, and provided evidence on the specific role to date of the parents/guardians and community members involved in developing the proposed school and has included any other evidence of parent/guardian and community support for the proposed charter school. The applicant convincingly demonstrates that the school has assessed and built strong parent/guardian and community demand for the proposed school and comprehensively describes how the school will engage families and community members from the time that the school is approved through opening with realistic and diverse outreach strategies designed to reach a broad audience and ensure genuine community and family engagement.	
Family Engagement and Cultural Inclusiveness (Ongoing)	There is little or no description of how the school will engage parents/guardians in the life of the school and/or how this plan will be culturally inclusive. There are little or no plans for building family-school partnerships that strengthen support for learning and encourage parental involvement and/or a description of any commitments or volunteer activities the school will seek from or offer to parents/guardians.	There is a description of how the school will engage parents/guardians in the life of the school, though it is limited in its description of cultural inclusiveness. The plan for building family-school partnerships that strengthen support for learning and encourage parental involvement and the description of any commitments or volunteer activities the school will seek from or offer to parents/guardians has limited evidence of activities and/or plans for involvement.	There is a description of how the school will engage parents/guardians in the life of the school and how this plan will be culturally inclusive. There is a plan for building family-school partnerships that strengthen support for learning and encourage parental involvement and a detailed description of any commitments or volunteer activities the school will seek from or offer to parents/guardians.	There is a sophisticated and high level description of how the school will engage parents/guardians in the life of the school and how this plan will be culturally inclusive. The plan for building family-school partnerships that strengthen support for learning and encourage parental involvement is realistic, strong and aligned with the detailed description of any commitments or volunteer activities the school will seek from or offer to parents/guardians	
Overall	Overall, the applicant has **not** demonstrated an understanding of genuine, culturally inclusive family and community engagement.	Overall, the applicant has demonstrated a limited understanding of culturally inclusive family and community engagement.	Overall, the applicant has demonstrated an understanding of genuine, culturally inclusive family and community engagement.	Overall, the applicant has clearly and convincingly demonstrated a thorough understanding of genuine, meaningful culturally inclusive family and community engagement and has strong potential for sustained family and community involvement.	

Section 14: Partnerships or Contractual Relationships

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Community Resources/Contractual and other Partnerships	There is little or no description of the community resources that will be available to students and families, of any existing and anticipated partnerships the school has or will have with community organizations, businesses, or other educational institutions, and the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. There is little or no evidence of support from intended community partners.	There is a partial description of the community resources that will be available to students and families, any existing and anticipated partnerships the school has or will have with community organizations, businesses, or other educational institutions, and the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. There is minimal evidence of support from intended community partners, such as letters of intent/ commitment, memoranda of understanding, and/or contracts have been provided.	There is a description of the community resources that will be available to students and families. There is a description of any existing and anticipated partnerships the school has or will have with community organizations, businesses, or other educational institutions, and the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. There is evidence of support from intended community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts have been provided.	There is a thorough and convincing description of the community resources that will be available to students and families, and any existing and anticipated partnerships the school has or will have with community organizations, businesses, or other educational institutions, and the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. There is compelling and diverse evidence of support that spans various intended community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts have been provided.	
Proposed Partnerships	The applicant has not described any other proposed or existing partnerships or contractual relationships that will be central to the school's operations or mission, and/or not provided a copy of the proposed contract(s) (**Attachment**).	The applicant has provided a limited and insufficient description of any other proposed or existing partnerships or contractual relationships that will be central to the school's operations or mission such as business services, payroll, auditing services, program management, and professional development, including the anticipated costs and criteria for selecting such services, and provided a copy of the proposed contract(s) (**Attachment**).	The applicant has described any other proposed or existing partnerships or contractual relationships that will be central to the school's operations or mission such as business services, payroll, auditing services, program management, and professional development, including the anticipated costs and criteria for selecting such services, and provided a copy of the proposed contract(s) (**Attachment**).	The applicant has clearly and comprehensively described any other proposed or existing partnerships or contractual relationships that will be central to the school's operations or mission such as business services, payroll, auditing services, program management, and professional development, including the anticipated costs and criteria for selecting such services, and provided a copy of the proposed contract(s) (**Attachment**).	

Section 15: Education Service Providers (ESP)

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Evidence of Prior Success	If the school intends to contract with an ESP for the management of the school or substantial educational services, the applicant has not addressed the following: Evidence of the nonprofit ESP's success in serving student populations that are similar to the anticipated student population, including demonstrated academic achievement, successful management of nonacademic school functions.	If the school intends to contract with an ESP for the management of the school or substantial educational services, the applicant has partially addressed the following: Evidence of the nonprofit ESP's success in serving student populations that are similar to the anticipated student population, including demonstrated academic achievement, successful management of nonacademic school functions.	If the school intends to contract with an ESP for the management of the school or substantial educational services, the applicant has addressed the following: Evidence of the nonprofit ESP's success in serving student populations that are similar to the anticipated student population, including demonstrated academic achievement, successful management of nonacademic school functions.	If the school intends to contract with an ESP for the management of the school or substantial educational services, the applicant has comprehensively and in detail addressed the following: Evidence of the nonprofit ESP's success in serving student populations that are similar to the anticipated population, including demonstrated academic achievement, successful management of nonacademic school functions.	
Term Sheet	The applicant has provided an incomplete term sheet that is missing some or all of the following: **(Attachment 18)** **1.** Proposed duration of the service contract; **2.** Roles and responsibilities of the governing board, school staff, and ESP; **3.** Scope of services and resources to be provided by the ESP; **4.** Performance evaluations measures and timelines; **5.** Compensations structure, including clear identification of all fees to be paid to the ESP; **6.** Methods of contract oversight and enforcement; **7.** Investment disclosure; **8.** Conditions for renewal and termination of the contract.	The applicant has provided a term sheet that includes most of the following: **(Attachment 18)** **1.** Proposed duration of the service contract; **2.** Roles and responsibilities of the governing board, school staff, and ESP; **3.** Scope of services and resources to be provided by the ESP; **4.** Performance evaluations measures and timelines; **5.** Compensations structure, including clear identification of all fees to be paid to the ESP; **6.** Methods of contract oversight and enforcement; **7.** Investment disclosure; **8.** Conditions for renewal and termination of the contract.	The applicant has provided a complete term sheet that includes: **(Attachment 18)** **1.** Proposed duration of the service contract; **2.** Roles and responsibilities of the governing board, school staff, and ESP; **3.** Scope of services and resources to be provided by the ESP; **4.** Performance evaluations measures and timelines; **5.** Compensations structure, including clear identification of all fees to be paid to the ESP; **6.** Methods of contract oversight and enforcement; **7.** Investment disclosure; **8.** Conditions for renewal and termination of the contract.	The applicant has provided a concise and detailed term sheet that includes: **(Attachment 18)** **1.** Proposed duration of the service contract; **2.** Roles and responsibilities of the governing board, school staff, and ESP; **3.** Scope of services and resources to be provided by the ESP; **4.** Performance evaluations measures and timelines; **5.** Compensations structure, including clear identification of all fees to be paid to the ESP; **6.** Methods of contract oversight and enforcement; **7.** Investment disclosure; **8.** Conditions for renewal and termination of the contract.	
Conflicts of Interest	The applicant has not disclosed or provided an explanation of any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.	The applicant has disclosed, though it is unclear from the explanation, if there are any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.	The applicant has disclosed and provided an explanation of any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.	The applicant has disclosed and provided an explanation of any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.	

Section 16: Educational Program Capacity

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Leadership Team Capacity	The applicant has not provided the key members of the school's leadership team and who will be responsible for development and opening of the school. There is *little or no description* of the team's individual and collective qualifications for implementing the school design successfully, and/or no team capacity in: ▪ School leadership, administration, and governance; ▪ Curriculum, instruction, and assessment; ▪ Performance management; ▪ Cultural competence/inclusiveness; ▪ Family and community engagement; ▪ Special populations.	The applicant has provided key members of the school's leadership team who will be responsible for development and opening of the school, though it is unclear if all members have been identified. The applicant has provided limited or insufficient detail on some or all of the following descriptions of the team's individual and collective qualifications for implementing the school design successfully, which includes team capacity in: ▪ School leadership, administration, and governance; ▪ Curriculum, instruction, and assessment; ▪ Performance management; ▪ Cultural competence/inclusiveness; ▪ Family and community engagement; ▪ Special populations.	The applicant has provided the key members of the school's leadership team who will be responsible for development and opening of the school. There is a description of the team's individual and collective qualifications for implementing the school design successfully, which includes team capacity in areas such as: ▪ School leadership, administration, and governance; ▪ Curriculum, instruction, and assessment; ▪ Performance management; ▪ Cultural competence/inclusiveness; ▪ Family and community engagement; ▪ Special populations.	Key members of the school's leadership team who will be responsible for development and opening of the school have been identified. The applicant has comprehensively and convincingly demonstrated strong individual and collective team qualifications for implementing the school design successfully, and addressed team capacity in areas such as: ▪ School leadership, administration, and governance; ▪ Curriculum, instruction, and assessment; ▪ Performance management; ▪ Cultural competence/inclusiveness; ▪ Family and community engagement; ▪ Special populations.	
Community Relationship	There is little or no description of the applicant's ties to and/or knowledge of the proposed community that the school will serve.	There is a limited description of the applicant's ties to and/or knowledge of the proposed community that the school will serve.	There is a specific description and evidence of the applicant's ties to and/or knowledge of the proposed community that the school will serve.	There is a convincing and compelling description and evidence of the applicant's ties to and/or knowledge of the proposed community that the school will serve.	
Partnerships	There is little or no description of any partnerships that have already been established with community organizations, businesses or other educational institutions, with identification of the current and the future roles that these community organizations, businesses or other educational institutions might play in the school's development.	The applicant has mentioned organizations, agencies, or consultants that are partners in planning and establishing the school, and described their current and/or planned roles and resources they have contributed or plan to contribute to the school's development, though the description lacked detail and was limited in scope.	The applicant has clearly identified any organizations, agencies, or consultants that are partners in planning and establishing the school, and described their current and planned roles and any resources they have contributed or plan to contribute to the school's development.	The applicant has provided compelling evidence of organizations, agencies, and/or consultants that are partners in planning and establishing the school, and has thoroughly described their current and planned roles and any resources they have contributed or plan to contribute to the school's development.	

Section 16: Educational Program Capacity

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
School Leader Capacity	The applicant has not identified the principal/head of school candidate and/or explained why this individual is well-qualified to lead the proposed school in achieving its mission; summarizes the proposed leader's academic and organizational leadership record. There is little or no evidence that demonstrates leadership capacity to practice cultural competency and design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, there is little or no description of leadership training programs that they have completed or are currently participating in, provides the qualifications, resume, and professional biography for this individual (**Attachment 9**), and little or no evidence of the leader's ability to effectively serve the anticipated population. **-OR-** If no candidate has been identified, there is little or no description of the process and timeline for recruiting, selecting, and hiring the school leader and little or no description of the criteria to be used in selecting this leader, and/or no job description and qualifications for the school leader (**Attachment 9**), and/or a plan for recruiting and hiring strong and compatible leader.	The applicant has identified the principal/head of school candidate, though provided a limited or unconvincing explanation why this individual is well-qualified to lead the proposed school in achieving its mission; summarizes the proposed leader's academic and organizational leadership record, provided limited evidence that demonstrates capacity to practice cultural competency and design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, minimally describes any leadership training programs that they have completed or are currently participating in, provides the qualifications, resume, and professional biography for this individual (**Attachment 9**), and limited evidence of the leader's ability to effectively serve the anticipated population. **-OR-** If no candidate has been identified, minimally describes the process and timeline for recruiting, selecting, and hiring the school leader and partially describes the criteria to be used in selecting this leader, provides an adequate job description and qualifications for the school leader (**Attachment 9**), and a limited and non-specific plan for recruiting and hiring strong and compatible leader.	The applicant has identified the principal/head of school candidate and explains why this individual is well-qualified to lead the proposed school in achieving its mission; summarizes the proposed leader's academic and organizational leadership record, provides evidence that demonstrates capacity to practice cultural competency and design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describes any leadership training programs, or other relevant leadership roles that they have completed or are currently participating in, provides the qualifications, resume, and professional biography for this individual (**Attachment 9**), and specific evidence of the leader's ability to effectively serve the anticipated population. **-OR-** If no candidate has been identified, describes the process and timeline for recruiting, selecting, and hiring the school leader and describes the criteria to be used in selecting this leader, provides a job description and qualifications for the school leader (**Attachment 9**), and a plan for recruiting and hiring strong and compatible leader.	The applicant has thoroughly identified the principal/head of school candidate and convincingly explains why this individual is well-qualified to lead the proposed school in achieving its mission; summarizes the proposed leader's academic and organizational leadership record, provides evidence that demonstrates capacity to practice cultural competency and design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, comprehensively describes any leadership training programs, or other relevant leadership roles that they have completed or are currently participating in, provides the qualifications, resume, and professional biography for this individual (**Attachment 9**), and specific and compelling evidence of the leader's ability to effectively serve the anticipated population. **-OR-** If no candidate has been identified, thoroughly describes the process and timeline for recruiting, selecting, and hiring the school leader and clearly and comprehensively describes the criteria to be used in selecting this leader, provides a strong job description and qualifications for the school leader (**Attachment 9**), and a realistic and ambitious plan for recruiting and hiring strong and compatible leader.	

Section 16: Educational Program Capacity

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Leadership and Management Team	There is little or no description of the school's leadership/management team beyond the principal/head of school. Individuals who will fill these positions have not been identified. For any positions not yet filled, there is substantial missing information regarding the timeline, criteria, and process for recruitment and hiring, and little or no description of how the plan for recruitment and hiring will be culturally inclusive. The qualifications, resumes, and professional biographies for the identified members of the leadership team, and for each position not yet filled, do not include job descriptions and/or there are no qualifications provided (**Attachment 10**). There is little or no description of who will work on a full-time or nearly full-time basis following approval of the charter to lead development of the school and/or little or no description of the plan to compensate the individual(s).	There is a limited description of the school's leadership/management team beyond the principal/head of school. If known, individuals who will fill these positions have been identified. For any positions not yet filled, there is a timeline, criteria, and process for recruitment and hiring, and a partial description of how the plan for recruitment and hiring will be culturally inclusive. The qualifications, resumes, and professional biographies for the identified members of the leadership team, and for each position not yet filled, include job descriptions and qualifications and are provided (**Attachment 10**). There is a partial description of who will work on a full-time or nearly full-time basis following approval of the charter to lead development of the school and the plan to compensate the individual(s), though there is insufficient detail.	There is a description of the school's leadership/management team beyond the principal/head of school. If known, individuals who will fill these positions have been identified. For any positions not yet filled, there is a timeline, criteria, and process for recruitment and hiring, and a description of how the plan for recruitment and hiring will be culturally inclusive. The qualifications, resumes, and professional biographies for the identified members of the leadership team, and for each position not yet filled, include job descriptions and qualifications and are provided (**Attachment 10**). There is a detailed description of who is currently working, or who will work on a full-time or nearly full-time basis following approval of the charter to lead development of the school and the plan to compensate the individual(s).	There is a strong and compelling description of the school's leadership/management team beyond the principal/head of school. If known, individuals who will fill these positions have been identified. For any positions not yet filled, there is a comprehensive timeline, criteria, and process for recruitment and hiring, and a description of how the plan for recruitment and hiring will be culturally inclusive. The qualifications, resumes, and professional biographies for the identified members of the leadership team, and for each position not yet filled, include complete job descriptions and qualifications which are provided (**Attachment 10**) and demonstrate a strong educational program understanding and capacity. There is a detailed and comprehensive description of who will work on a full-time or nearly full-time basis following approval of the charter to lead development of the school and the plan to compensate the individual(s), and convincingly demonstrates an understanding of and capacity for the school's development.	
Overall	Overall, the applicant has provided little to no evidence of its educational program capacity and/or the potential to successfully implement the proposed program.	Overall, the applicant has provided minimal evidence of its educational program capacity and/or the potential to successfully implement the proposed program.	Overall, the applicant has provided evidence of its educational program capacity and/or the potential to successfully implement the proposed program.	Overall, the applicant has provided compelling evidence of its educational program capacity and has a strong potential to successfully implement the proposed program.	

CATEGORY 3: OPERATIONS PLAN AND CAPACITY

Section 17: Legal Status and Governing Documents					
Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Legal Status	The applicant has failed to describe the proposed school's legal status. The applicant has not submitted, as **Attachment**: ▪ Articles of Incorporation; ▪ Proof of nonprofit status and federal tax exempt status (or copies of filings for the preceding items); ▪ Bylaws; ▪ Completed and Board Chair signed Statement of Assurances; ▪ Other governing documents already adopted.	The applicant has partially described the proposed school's legal status. The applicant has partially submitted the required documentation as **Attachment**: ▪ Articles of Incorporation; ▪ Proof of nonprofit status and federal tax exempt status (or copies of filings for the preceding items); ▪ Bylaws; ▪ Completed and Board Chair signed Statement of Assurances; ▪ Other governing documents already adopted.	The applicant has described the proposed school's legal status. The applicant has submitted, as **Attachment**: ▪ Articles of Incorporation; ▪ Proof of nonprofit status and federal tax exempt status (or copies of filings for the preceding items); ▪ Bylaws; ▪ Completed and Board Chair signed Statement of Assurances; ▪ Other governing documents already adopted.	The applicant has clearly and comprehensively described the proposed school's legal status. The applicant has submitted detailed, clear, and concise documentation as **Attachment**: ▪ Articles of Incorporation; ▪ Proof of nonprofit status and federal tax exempt status (or copies of filings for the preceding items); ▪ Bylaws; ▪ Completed and Board Chair signed Statement of Assurances; ▪ Other governing documents already adopted.	

Section 18: Organization Structure and Relationships

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Organization Charts	The applicant has failed to submit organizational charts as **Attachment**. Organization charts that show the school governance, management, and staffing plan and structure in: ▪ The first year of school operations; ▪ At the end of the charter term; and ▪ When the school reaches full capacity, if in a year beyond the first charter term. The organization charts do not delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts document clear lines of authority and reporting within the school.	The applicant has partially submitted organizational charts as **Attachment**. Incomplete or unclear organization charts meant to show the school governance, management, and staffing plan and structure in: ▪ The first year of school operations; ▪ At the end of the charter term; and ▪ When the school reaches full capacity, if in a year beyond the first charter term. Organization charts that *partially* delineates the roles and responsibilities of, and lines of authority and reporting among, the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts document lines of authority and reporting within the school.	The applicant has submitted organizational charts as **Attachment**. Organization charts that show the school governance, management, and staffing plan and structure in: ▪ The first year of school operations; ▪ At the end of the charter term; and ▪ When the school reaches full capacity, if in a year beyond the first charter term. The organization charts clearly delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts document clear lines of authority and reporting within the school.	The applicant has submitted organizational charts as **Attachment** clear, concise, and comprehensive. Organization charts that show the school governance, management, and staffing plan and structure in: ▪ The first year of school operations; ▪ At the end of the charter term; and ▪ When the school reaches full capacity, if in a year beyond the first charter term. Organization charts that clearly delineates the roles and responsibilities of, and lines of authority and reporting among, the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts document clear lines of authority and reporting within the school.	

Section 19: Governing Board

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Philosophy	The applicant has failed to describe the governance philosophy that will guide the board, inclusive of the nature and extent of involvement by key stakeholder groups.	The applicant has provided a limited and non-specific description of the governance philosophy that will guide the board, inclusive of the nature and extent of involvement by key stakeholder groups.	The applicant has described the governance philosophy that will guide the board, inclusive of the nature and extent of involvement by key stakeholder groups.	The applicant has clearly and comprehensively described the governance philosophy that will guide the board, inclusive of the nature and extent of involvement by key stakeholder groups.	
Structure	The applicant has provided little or no description of the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. The applicant describes the size, current and desired composition, powers, and duties of the governing board. The applicant failed to identify key skills, areas of expertise, and constituencies that will be represented on the governing board. The applicant has provided little or no explanation of how the governance structure and composition will help ensure that: ▪ The school will be an educational, financial and operational success; ▪ The board will evaluate the success of the school and school leader; ▪ There will be active and effective representation of key stakeholders, including parents; and ▪ The school will be a culturally responsive education system.	The applicant has described the governance structure of the proposed school, including the primary roles of the governing board, how it will interact with the principal/head of school and any advisory bodies, the size, current and desired composition, powers, and duties of the governing board, the key skills, areas of expertise, and constituencies that will be represented on the governing board, though has done so in a limited and non-specific manner. The applicant has insufficiently explained how the governance structure and composition will help ensure that: ▪ The school will be an educational, financial and operational success; ▪ The board will evaluate the success of the school and school leader; ▪ There will be active and effective representation of key stakeholders, including parents; and ▪ The school will be a culturally responsive education system.	The applicant has described the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. The applicant describes the size, current and desired composition, powers, and duties of the governing board. The applicant identifies key skills, areas of expertise, and constituencies that will be represented on the governing board. The applicant has explained how the governance structure and composition will help ensure that: ▪ The school will be an educational, financial and operational success; ▪ The board will evaluate the success of the school and school leader; ▪ There will be active and effective representation of key stakeholders, including parents; and ▪ The school will be a culturally responsive education system.	The applicant has clearly outlined and described the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. The applicant clearly describes the size, current and desired composition, powers, and duties of the governing board. The applicant clearly identifies and outlines key skills, areas of expertise, and constituencies that will be represented on the governing board. The applicant has outlined and clearly explained how the governance structure and composition will help ensure that: ▪ The school will be an educational, financial and operational success; ▪ The board will evaluate the success of the school and school leader; ▪ There will be active and effective representation of key stakeholders, including parents; and ▪ The school will be a culturally responsive education system.	
Membership	For each individual identified as a current and/or a proposed board member, the applicant has failed to provide a summary of each member's desire to serve on the school's board and qualifications for holding this position. The applicant has failed to provide (**Attachment**) the following documents for each individual identified: ▪ Completed and signed Board Member Disclosure Form; ▪ Resume	For each individual identified as a current and/or a proposed board member, the applicant has provided a limited summary of each member's desire to serve on the school's board and qualifications for holding this position. The applicant has partially provided (**Attachment**) the following documents for each individual identified: ▪ Completed and signed Board Member Disclosure Form; ▪ Resume	For each individual identified as a current and/or a proposed board member, the applicant has summarized each member's desire to serve on the school's board and qualifications for holding this position. The applicant has provided (**Attachment**) the following documents for each individual identified: ▪ Completed and signed Board Member Disclosure Form; ▪ Resume	For each individual identified as a current and/or a proposed board member, the applicant has comprehensively summarized each member's desire to serve on the school's board and qualifications for holding this position. The applicant has provided (**Attachment**) the following documents for each individual identified: ▪ Completed and signed Board Member Disclosure Form; ▪ Resume	

Section 19: Governing Board

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Selection	The applicant has provided little or no explanation of the procedures by which board members have been and will be selected, how often the board meets, and the plans for any committee structure.	The applicant lacks insufficient detail in its explanation of the procedure by which board members have been and will be selected, how often the board meets, and the plans for any committee structure.	The applicant explains the procedure by which board members have been and will be selected, how often the board meets, and discusses the plans for any committee structure.	The applicant outlines and clearly explains the procedure by which board members have been and will be selected. The applicant clearly describes how often the board meets, and discusses the plans for any committee structure.	
Capacity	The applicant provides little or no description of the plans for increasing the capacity of the governing board, how the board will expand and develop over time, how new members will be recruited and added, and how vacancies will be filled, and/or has provided little or no description of the orientation or training for new board members, the kinds of ongoing development/training for existing board members, and the plan for training and development including: ▪ A timetable; ▪ Specific topics to be addressed; ▪ Participation requirements; ▪ Development of cultural competence.	The applicant partially describes the plans for increasing the capacity of the governing board, how the board will expand and develop over time, how new members will be recruited and added, and how vacancies will be filled, and/or the applicant has provided a limited description of the orientation or training for new board members, the kinds of ongoing development/training for existing board members, and the plan for training and development including: ▪ A timetable; ▪ Specific topics to be addressed; ▪ Participation requirements; ▪ Development of cultural competence.	The applicant describes the plans for increasing the capacity of the governing board, how the board will expand and develop over time, how new members will be recruited and added, and how vacancies will be filled. The applicant has described the orientation or training for new board members, the kinds of ongoing development/training for existing board members, and the plan for training and development including: ▪ A timetable; ▪ Specific topics to be addressed; ▪ Participation requirements; ▪ Development of cultural competence.	The applicant clearly and comprehensively describes the plans for increasing the capacity of the governing board, how the board will expand and develop over time, how new members will be recruited and added, and how vacancies will be filled. There is a description of the orientation or training for new board members, the kinds of ongoing development/training for existing board members, and the plan for training and development includes: ▪ A timetable; ▪ Specific topics to be addressed; ▪ Participation requirements; ▪ Development of cultural competence.	
Transition to Formal Board	The applicant does not include the formal school governing board, and incompletely explains how and when the transition to the formal governing board will take place.	If the applicant does not include the formal school governing board, the applicant has provided a limited and insufficient explanation as to how and when the transition to the formal governing board will take place.	If the applicant does not include the formal school governing board, the applicant explains how and when the transition to the formal governing board will take place.	If the applicant does not include the formal school governing board, the applicant comprehensively explains how and when the transition to the formal governing board will take place.	
Ethics	The applicant has provided little or no description of the board's ethical standards and procedures for identifying and addressing conflicts of interest (**Attachment**): ▪ Code of Ethics Policy; ▪ Conflict of Interest Policy.	The description of the board's ethical standards and procedures for identifying and addressing conflicts of interest is lacking sufficient detail (**Attachment**): ▪ Code of Ethics Policy; ▪ Conflict of Interest Policy.	The applicant describes the board's ethical standards and procedures for identifying and addressing conflicts of interest (**Attachment**) and the proposed board: ▪ Code of Ethics Policy; ▪ Conflict of Interest Policy.	The applicant clearly outlines and describes the board's ethical standards and procedures for identifying and addressing conflicts of interest (**Attachment**) and the proposed board: ▪ Code of Ethics Policy; ▪ Conflict of Interest Policy.	

Section 19: Governing Board

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Existing Relationships/Conflict	The applicant did not identify any existing relationships that could pose actual or perceived conflicts if the application is approved. The applicant provided little or no discussion of the steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.	The applicant incompletely identified any existing relationships that could pose actual or perceived conflicts if the application is approved. The applicant partially described steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.	The applicant identified any existing relationships that could pose actual or perceived conflicts if the application is approved. The applicant described specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.	The applicant clearly and comprehensively identified any existing relationships that could pose actual or perceived conflicts if the application is approved. The applicant openly described specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.	
Existing Nonprofits	If this application is being submitted by an existing nonprofit organization whose core mission is NOT the operation of charter schools, the applicant has failed to indicate the following: ▪ Whether the existing nonprofit board governs the new school; ▪ The extent to which the school will be a new nonprofit corporation governed by a separate board; ▪ If the current nonprofit's board will govern the charter school, a description of the steps taken to transform its board membership, mission, and bylaws to assume its new duties as a charter public school board. A description of the plan and timeline for completing the transition and orienting the board to its new duties; ▪ If a new board has been formed, describe what, if anything, its ongoing relationship to the existing nonprofit's board will be and represented on the applicant's organizational chart.	If this application is being submitted by an existing nonprofit organization whose core mission is NOT the operation of charter schools, the applicant has partially indicated the following: ▪ Whether the existing nonprofit board governs the new school; ▪ The extent to which the school will be a new nonprofit corporation governed by a separate board; ▪ If the current nonprofit's board will govern the charter school, a description of the steps taken to transform its board membership, mission, and bylaws to assume its new duties as a charter public school board. A description of the plan and timeline for completing the transition and orienting the board to its new duties; ▪ If a new board has been formed, describe what, if anything, its ongoing relationship to the existing nonprofit's board will be and represented on the applicant's organizational chart.	If this application is being submitted by an existing nonprofit organization whose core mission is NOT the operation of charter schools, the applicant has indicated the following: ▪ Whether the existing nonprofit board governs the new school; ▪ The extent to which the school will be a new nonprofit corporation governed by a separate board; ▪ If the current nonprofit's board will govern the charter school, a description of the steps taken to transform its board membership, mission, and bylaws to assume its new duties as a charter public school board. A description of the plan and timeline for completing the transition and orienting the board to its new duties; ▪ If a new board has been formed, describe what, if anything, its ongoing relationship to the existing nonprofit's board will be and represented on the applicant's organizational chart.	If this application is being submitted by an existing nonprofit organization whose core mission is NOT the operation of charter schools, the applicant has clearly and decisively indicated the following: ▪ Whether the existing nonprofit board governs the new school; ▪ The extent to which the school will be a new nonprofit corporation governed by a separate board; ▪ If the current nonprofit's board will govern the charter school, a description of the steps taken to transform its board membership, mission, and bylaws to assume its new duties as a charter public school board. A description of the plan and timeline for completing the transition and orienting the board to its new duties; ▪ If a new board has been formed, describe what, if anything, its ongoing relationship to the existing nonprofit's board will be and represented on the applicant's organizational chart.	
Overall	Overall, the applicant has demonstrated little or no understanding and capacity for board governance.	Overall, the applicant has demonstrated a minimal understanding and capacity for board governance.	Overall, the applicant has demonstrated an understanding and capacity for board governance.	Overall, the applicant has demonstrated a strong and thorough understanding and capacity for strong board governance.	

Section 20: Advisory Bodies

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Advisory Bodies	The applicant has provided little or no description of any school advisory bodies or councils to be formed, nor explained the role(s), duties, and authority of each. The applicant has provided little or no description of the planned composition of the advisory body, the strategy for achieving that composition, nor the role of parents/guardians, students, and teachers (as applicable) and the reporting structure as it relates to the school's governing body and leadership.	The applicant has partially described any school advisory bodies or councils to be formed, and minimal inclusiveness of the role(s), duties, and authority of each. The applicant description of the planned composition of the advisory body, the strategy for achieving that composition, the role of parents/guardians, students, and teachers (as applicable), and the reporting structure as it relates to the school's governing body and leadership is limited in scope and lacks sufficient detail.	The applicant has described any school advisory bodies or councils to be formed, inclusive of the role(s), duties, and authority of each. The applicant described the planned composition of the advisory body, the strategy for achieving that composition, the role of parents/guardians, students, and teachers (as applicable), and the reporting structure as it relates to the school's governing body and leadership.	The applicant has clearly and comprehensively described any school advisory bodies or councils to be formed and provided a detailed explanation of the role(s), duties, and authority of each. The applicant clearly and thoroughly described the planned composition of the advisory body, the strategy for achieving that composition, the role of parents/guardians, students, and teachers (as applicable), and the reporting structure as it relates to the school's governing body and leadership.	

Section 21: Grievance /Complaint Process

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Grievance/ Complaint Process	The applicant has provided little or no description of the school process for resolving public complaints, including complaints regarding curriculum and/or parent or student objections to a governing board policy or decision, administrative procedure or practice at the school, or the school leader and/or principal's performance and how the final administrative appeal is heard by the governing board.	The applicant has partially described the established school process for resolving public complaints, including complaints regarding curriculum and/or parent or student objections to a governing board policy or decision, administrative procedure or practice at the school, or the school leader and/or principal's performance and how the final administrative appeal is heard by the governing board.	The applicant has described in detail the established school process for resolving public complaints, including complaints regarding curriculum and/or parent or student objections to a governing board policy or decision, administrative procedure or practice at the school, or the school leader and/or principal's performance and how the final administrative appeal is heard by the governing board.	The applicant has clearly and thoroughly outlined and provided in detail a parent and community friendly, culturally responsive school process for resolving public complaints, including complaints regarding curriculum and/or parent or student objections to a governing board policy or decision, administrative procedure or practice at the school, or the school leader and/or principal's performance and how the final administrative appeal is heard by the governing board.	

Section 22: Staff Structure

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Staffing Chart	The applicant has provided little or no information on the staffing chart (**Attachment**) for the school (Commission template) with little or no notes or roster to identify the following: ▪ Year one positions, as well as positions to be added during the five (5) year charter contract; ▪ Administrative, instructional, and non-instructional personnel; ▪ The number of classroom teachers, paraprofessionals, and specialty teachers; ▪ Operational and support staff And a description of the supervisory and/managerial relationships that exist between the school's senior-level administrative team and the rest of the staff.	The applicant has provided a limited and/or incomplete staffing chart (**Attachment**) for the school (Commission template) with insufficient notes and/or a roster to identify the following: ▪ Year one positions, as well as positions to be added during the five (5) year charter contract; ▪ Administrative, instructional, and non-instructional personnel; ▪ The number of classroom teachers, paraprofessionals, and specialty teachers; ▪ Operational and support staff And a description of the supervisory and/managerial relationships that exist between the school's senior-level administrative team and the rest of the staff.	The applicant has provided a completed staffing chart (**Attachment**) for the school (Commission template) with accompanying notes or roster to identify the following: ▪ Year one positions, as well as positions to be added during the five (5) year charter contract; ▪ Administrative, instructional, and non-instructional personnel; ▪ The number of classroom teachers, paraprofessionals, and specialty teachers; ▪ Operational and support staff And a description of the supervisory and/managerial relationships that exist between the school's senior-level administrative team and the rest of the staff.	The applicant has provided a comprehensive and complete staffing chart (**Attachment**) for the school (Commission template) with thorough notes or roster to identify the following: ▪ Year one positions, as well as positions to be added during the five (5) year charter contract; ▪ Administrative, instructional, and non-instructional personnel; ▪ The number of classroom teachers, paraprofessionals, and specialty teachers; ▪ Operational and support staff And a description of the supervisory and/managerial relationships that exist between the school's senior-level administrative team and the rest of the staff.	

Section 23: Staffing Plans, Hiring, Management, and Evaluation

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Employer/ Employee Relationship	There is little or no description of the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, the explanation of the nature and purpose of the contracts is vague and/or not provided.	There is a description of the relationship that will exist between the proposed charter school and its employees, though the description *does not sufficiently describe* whether the employees will be at-will and whether the school will use employment contracts, and if the school will use contracts, the nature and purpose of the contracts.	There is a description of the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, there is an explanation of the nature and purpose of the contracts.	Overall, the applicant has demonstrated a strong capacity for hiring, managing and evaluating staff. This is convincingly demonstrated by the clear, detailed and comprehensive descriptions of the following staffing components. The relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts, and if the school will use contracts, there is an explanation of the nature and purpose of the contracts.	
Compensation	The applicant has provided little or no information regarding the proposed school's salary ranges and employment benefits for all employees, or any incentives or reward structures that are part of the compensation system. Additionally, there is little or no explanation of the school's strategy for retaining high-performing teachers.	The description of the proposed school's salary ranges and employment benefits for all employees, any incentives or reward structures that are part of the compensation system, and the school's strategy for retaining high-performing teachers is insufficient in detail and missing some information.	The applicant has outlined the proposed school's salary ranges and employment benefits for all employees, any incentives or reward structures that are part of the compensation system, and explained the school's strategy for retaining high-performing teachers.	The applicant has provided highly competitive salary ranges and employment benefits for all employees, and strong incentives or reward structures that are part of the compensation system and the school's strategy for retaining high-performing teachers.	

Section 23: Staffing Plans, Hiring, Management, and Evaluation

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Recruitment	The applicant has provided little or no description of the school's strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state rules and regulations regarding staff qualifications and accountability plan. There is no explanation of how this plan includes culturally inclusive hiring practices, other key selection criteria and any special considerations relevant to the school's design.	The description of the school's strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state rules and regulations regarding staff qualifications and accountability plan is vague and unclear. The explanation of how this plan includes culturally inclusive hiring practices, other key selection criteria and any special considerations relevant to the school's design is limited in detail and lacks clarity in the actual hiring practices.	There is a clear description of the school's strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state rules and regulations regarding staff qualifications and accountability plan, and an explanation of how this plan includes culturally inclusive hiring practices, other key selection criteria and any special considerations relevant to the school's design.	The school's strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state rules and regulations regarding staff qualifications and accountability plan, and how this plan includes culturally inclusive hiring practices, other key selection criteria and any special considerations relevant to the school's design is comprehensive.	
Hiring/ Termination	The applicant has provided little or no information on the school's procedures for hiring and terminating school personnel, including the process and timeline for conducting criminal background checks.	The school's procedures for hiring and terminating school personnel, the process and timeline for conducting criminal background checks are lacking sufficient detail to determine appropriateness and viability.	The applicant has outlined in detail the school's procedures for hiring and terminating school personnel, including the process and timeline for conducting criminal background checks.	The school's procedures for hiring and terminating school personnel, including the process and timeline for conducting criminal background checks is detailed, comprehensive, and clear.	
Senior Administration and Staff Relationship	There is little or no description of how the relationship between the school's senior administrative team and the rest of the staff will be managed, and/or little or no description of the teacher-student ratio, as well as the ratio of total adults to students for the school.	There is a limited description of how the relationship between the school's senior administrative team and the rest of the staff will be managed, and/or insufficient detail on the teacher-student ratio, as well as the ratio of total adults to students for the school.	There is a description of how the relationship between the school's senior administrative team and the rest of the staff will be managed, including the teacher-student ratio, as well as the ratio of total adults to students for the school.	The applicant has provided a compelling description for how the relationship between the school's senior administrative team and the rest of the staff will be managed, including the teacher-student ratio, as well as the ratio of total adults to students for the school.	
School Leader Evaluation	There is little or no explanation for how the school leader will be evaluated each school year. Leadership evaluation tool(s) are not provided.	There is a partial and incomplete explanation of how the school leader will be evaluated each school year, and/or the evaluation tools are unclear.	There is an explanation of how the school leader will be evaluated each school year. Leadership evaluation tool(s) are provided in **Attachment 20**.	The applicant has provided a thorough description of how the school leader will be evaluated each school year. Appropriate leadership evaluation tool(s) are provided in **Attachment 20**.	
Teacher Evaluation	There is little or no explanation of how teachers will be evaluated each school year in accordance with the state accountability plan. There is little or no description regarding teacher evaluation tool(s) (**Attachment 21**).	The explanation of how teachers will be evaluated each school year in accordance with the state accountability plan is vague and lacks detail. It is unclear which teacher evaluation tool(s) and plan will be used (**Attachment 21**).	There is an explanation of how teachers will be evaluated each school year in accordance with the state accountability plan. Existing teacher evaluation tool(s) are provided (**Attachment 21**) or the applicant has indicated that the school intends to follow the state teacher evaluation plan.	The applicant has comprehensively described how teachers will be evaluated each school year in accordance with the state accountability plan. Teacher evaluation tool(s) and plans are provided (**Attachment 21**).	
Overall	Overall the applicant has provided a description of an unstable or unsustainable staffing structure or one that is not aligned to the proposed educational program.	Overall the applicant has provided a description of a viable staffing structure, but it is not aligned to the proposed educational program.	Overall the applicant has provided a description of a viable staffing structure that is aligned to the proposed educational program.	Overall the applicant has provided a convincing description of a strong and viable staffing structure that is aligned to the proposed educational program.	

Section 24: Professional Development

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Responsible Parties	The person, position, or organization responsible for professional development has not been identified.	The person, position, or organization responsible for professional development has not been identified.	The person, position, or organization responsible for professional development has been identified.	The person, position, or organization responsible for professional development has been identified.	
Core Components	There is little or no description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program; how the professional development plan will include the development and practice of cultural competence for all staff; building staff capacity in the collection, analysis and use of performance data to improve student learning; and the extent to which professional development will be conducted internally or externally and will be individualized or uniform.	The applicant has provided a limited description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program; how the professional development plan will include the development and practice of cultural competence for all staff; building staff capacity in the collection, analysis and use of performance data to improve student learning; and the extent to which professional development will be conducted internally or externally and will be individualized or uniform.	There is a detailed description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program; how the professional development plan will include the development and practice of cultural competence for all staff, building staff capacity in the collection, analysis and use of performance data to improve student learning; and the extent to which professional development will be conducted internally or externally and will be individualized or uniform.	There is a detailed and thorough description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program; how the professional development plan will include the development and practice of cultural competence for all staff; building staff capacity in the collection, analysis and use of performance data to improve student learning; and the extent to which professional development will be conducted internally or externally and will be individualized or uniform.	
Schedule	The applicant has provided little or no information regarding the schedule (**Attachment**), and description of any specific professional development that will take place **prior** to school opening, and/or any description of what will be addressed during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods. Safety and child abuse training are not included in this description	The schedule (**Attachment**), and description of the professional development that will take place **prior** to school opening includes a limited description of what will be addressed during this induction period and/or limited description of how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods. Safety and child abuse training have limited inclusion.	The applicant has provided a schedule (**Attachment**), and description of any specific professional development that will take place **prior** to school opening, a detailed description of what will be addressed during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods. Safety and child abuse training are included in this description.	The applicant has provided a schedule (**Attachment**), and description of a comprehensive listing of specific professional development that will take place **prior** to school opening, a detailed description of what will be addressed during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods. Safety and child abuse training are included in this description.	
Time Allotments	The applicant has provided little or no description of the expected number of days/hours for professional development throughout the school year and/or how the school's calendar, daily schedule, and staffing structure accommodate this plan, the time scheduled for common planning and collaboration and the specifics of how this time will typically be used.	The applicant has provided a very limited expected number of days/hours for professional development throughout the school year and/or not described how the school's calendar, daily schedule, and staffing structure accommodate this plan, the time scheduled for common planning and collaboration and the specifics of how this time will typically be used.	The applicant has described the expected number of days/hours for professional development throughout the school year how the school's calendar, daily schedule, and staffing structure accommodate this plan, the time scheduled for common planning and collaboration and the specifics of how this time will typically be used.	The applicant has described a plan with an abundant number of expected days/hours for professional development throughout the school year and how the school's calendar, daily schedule, and staffing structure accommodate this plan, the time scheduled for common planning and collaboration and the specifics of how this time will typically be used.	
Overall				Overall, the applicant has demonstrated the provision of robust and achievable professional development for all teaching and non-teaching staff and leads to continued career growth and development.	

Section 25: Performance Management

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Academic and Organizational Goals	There is little or no description of mission-specific academic goals and targets are unclear in terms of the measures or assessments the school plans to use, and/or overall are not specific, measurable, action oriented, realistic, relevant, and time-bound.	Some of the mission-specific academic goals and target are clear in terms of the measures or assessments the school plans to use, and/or some are specific, measurable, action oriented, realistic, relevant, and time-bound.	The applicant has provided, as **Attachment**, a completed mission-specific goals form with 1-3 of the school's mission-specific **academic and organizational** goals and targets. Goals are clearly stated in terms of the measures or assessments the school plans to use, are specific, measurable, action oriented, realistic, relevant, and time-bound.	The applicant has provided, as **Attachment**, a completed mission-specific goals form with 1-3 of the school's mission-specific **academic and organizational** goals and targets. All goals are clearly and completely stated in terms of the measures or assessments the school plans to use, are specific, measurable, action oriented, realistic, relevant, and time-bound.	
Interim Assessments	The applicant has provided little or no information regarding the primary interim and/or formative assessments the school will use to assess student learning needs and progress throughout the year, in addition to all mandatory state assessments, and/or provided little to no explanation of how these interim assessments align with the school's educational program, performance goals, and state standards, and/or the applicant did not address how the school will participate in all state required assessments, especially in grade levels not assessed by the state (i.e. K-2 and high school).	The applicant has provided a limited description of the primary interim and/or formative assessments the school will use to assess student learning needs and progress throughout the year, in addition to all mandatory state assessments, and/or provided an insufficient explanation of how these interim assessments align with the school's educational program, performance goals, and state standards, though there is insufficient detail to determine the reliability and appropriateness of these assessments and/or their alignment to the proposed program. There is a limited description of how the school will participate in all state required assessments, especially in grade levels not assessed by the state (i.e. K-2 and high school).	The applicant has identified the primary interim and/or formative assessments the school will use to assess student learning needs and progress throughout the year, in addition to all mandatory state assessments, and provided an explanation of how these interim assessments align with the school's educational program, performance goals, and state standards. The applicant has addressed how the school will participate in all state required assessments, especially in grade levels not assessed by the state (i.e. K-2 and high school).	The applicant has clearly and comprehensively identified the primary interim and/or formative assessments the school will use to assess student learning needs and progress throughout the year, in addition to all mandatory state assessments, and provided a sophisticated explanation of how these interim assessments align with the school's educational program, performance goals, and state standards. The applicant has addressed how the school will participate in all state required assessments, especially in grade levels not assessed by the state (i.e. K-2 and high school).	
Student Growth and Proficiency	If applicable, the applicant provided little or no description of how the school proposes to provide summative norm-referenced or criterion-based assessment data which demonstrates student growth and proficiency, for students in grade levels not assessed by the state (i.e. Kindergarten through grade 2).	If applicable, the applicant provided a limited description of how the school proposes to provide summative norm-referenced or criterion-based assessment data which demonstrates student growth and proficiency, for students in grade levels not assessed by the state (i.e. Kindergarten through grade 2).	If applicable, the applicant addressed how the school proposes to provide summative norm-referenced or criterion-based assessment data which demonstrates student growth and proficiency, for students in grade levels not assessed by the state (i.e. Kindergarten through grade 2).	If applicable, the applicant addressed how the school proposes to provide summative norm-referenced or criterion-based assessment data which demonstrates student growth and proficiency, for students in grade levels not assessed by the state (i.e. Kindergarten through grade 2).	

Section 25: Performance Management

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Academic Progress	There is little to no description of how the school will measure and evaluate school mission-specific academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract (**Attachment**).	The description of how the school will measure and evaluate school mission-specific academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract, is lacking in sufficient detail to determine the potential for implementation (**Attachment**).	There is a detailed description of how the school will measure and evaluate school mission-specific academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract (**Attachment**).	There is a compelling and convincing description of how the school will measure and evaluate school mission-specific academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract (**Attachment**).	
Data Analysis and Management	There is little or no description of how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community.	There is a description of how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and/or report the data to the school community, though it is vague, unclear and lacks sufficient detail.	There is a description of how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community.	The applicant provided a clear and comprehensive description of how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community.	
Responsible Parties	The applicant provided little or no information regarding the individual or position responsible for managing the data, including collection, disaggregation, and analysis with and for classroom teachers, and leading or coordinating professional development to improve student achievement.	It is unclear which individual or position will be responsible for managing the data, including collection, disaggregation, and analysis with and for classroom teachers, and leading or coordinating professional development to improve student achievement.	The applicant has identified the individual or position responsible for managing the data, including collection, disaggregation, and analysis with and for classroom teachers, and leading or coordinating professional development to improve student achievement.	The applicant identified an experienced and knowledgeable individual responsible for managing the data, including collection, disaggregation, and analysis with and for classroom teachers, and leading or coordinating professional development to improve student achievement.	
Overall	Overall, the applicant has demonstrated little to no understanding of the performance frameworks and school accountability.	Overall, the applicant has demonstrated minimal understanding of the performance frameworks and school accountability.	Overall, the applicant has demonstrated an understanding of the performance frameworks and school accountability. This is clearly evidenced by the detailed and comprehensive descriptions, and strong capacity for academic and organizational effectiveness and assessment literacy.	Overall, the applicant has demonstrated a thorough understanding of the performance frameworks and school accountability. This is clearly evidenced by the thorough, detailed and comprehensive descriptions, and strong capacity for academic and organizational effectiveness and assessment literacy.	

Section 26: Facilities

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Requirements	There is little or no description of the basic facilities requirements for accommodating the school as proposed, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.	There is insufficient detail and a limited description of the basic facilities requirements for accommodating the school as proposed, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.	There is a description of the basic facilities requirements for accommodating the school as proposed, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.	The applicant has provided a thorough and convincing description of the basic facilities requirements for accommodating the school as proposed, including the number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.	
Specialty Classroom Needs	There is little or no explanation of anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time.	There is an explanation of anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time, though it is limited in detail and unclear as to the need.	There is an explanation of anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time (i.e. science labs, art room, computer labs, library/media center, performance/dance room, auditorium, etc.).	The applicant has provided an explicit explanation of anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at once.	
Administrative Office Needs	There is little or no description of the anticipated administrative/support space needs.	There is a description of the anticipated administrative/support space needs, including anticipated number of main office, satellite office, work room/copy room, supplies/storage, teacher work rooms, etc., though it is limited in detail and unclear as to need.	There is a description of the anticipated administrative/support space needs, including anticipated number of main office, satellite office, work room/copy room, supplies/storage, teacher work rooms, etc.	There is a thorough description of the anticipated administrative/support space needs, including anticipated number of main office, satellite office, work room/copy room, supplies/storage, teacher work rooms, etc.	
Athletic Program Needs	There is little or no explanation and description if any of the following are essential to fulfillment of the core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc.	There is an explanation and description if any of the following are essential to fulfillment of the core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc., though the description is lacking the necessary detail to determine adequacy.	There is an explanation and description if any of the following are essential to fulfillment of the core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc.	The explanation and description of the core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc., is clear and complete, and supports the Educational Program Terms.	
Other Needs	The applicant has not identified or addressed any other significant facilities needs not already specified.	The applicant has mentioned and not provided sufficient information regarding any other significant facilities needs not already specified.	The applicant has identified any other significant facilities needs not already specified, for example: ADA, playground, large common space, and other special considerations (identify and explain).	The identification of any other significant facilities needs not already specified demonstrated a strong understanding of program needs.	
Steps Already Taken	There is little or no description of the steps already taken to identify prospective facilities as well as the process for identifying and securing a facility.	There is a limited and vague description of the steps already taken to identify prospective facilities as well as the process for identifying and securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc. It is unclear if these steps are sufficient.	There is a description of the steps already taken to identify prospective facilities as well as the process for identifying and securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc.	The description of the steps already taken to identify prospective facilities as well as the process for identifying and securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc. demonstrate the applicant's thorough understanding of the real estate market and tasks to be completed.	

Section 26: Facilities

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
MOU or Other Proof of Intent to Secure Facilities	There is little or no description of the facility including location, size, and amenities, if the applicant currently holds a facility or has an MOU or other proof of the commitment, and supporting documents providing details about the facility have not been provided.	If applicable, there is a limited description of the facility including location, size, and amenities. The applicant has provided in **Attachment** proof of the commitment and supporting documents providing details about the facility.	If applicable, there is a description of the facility including location, size, and amenities. The applicant has provided in **Attachment** proof of the commitment and supporting documents providing details about the facility.	A description of the facility including location, size, and amenities has been provided in **Attachment**, along with proof of the commitment and demonstrable supporting documents providing details about the facility.	

Section 27: Start-Up and Ongoing Operations

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Start-Up Plan	The applicant has provided little or no information or a description of its start-up plan (**Attachment 25**) for the school.	The applicant has provided some or part of the start-up plan (**Attachment 25**) for the school, though is missing tasks and lacks details in some or all of the required plans.	The applicant has provided a detailed start-up plan (**Attachment 25**) for the school, specifying tasks, timelines, and responsible individual. Said plan is in alignment with the start-up budget.	The applicant has provided a clear, compelling, and detailed start-up plan (**Attachment 25**) for the school specifying tasks, timelines, and responsible individuals, and is in alignment with the start-up budget.	
Transportation Plan	The applicant has provided little or no information or a description of the school transportation plan.	The applicant has provided a limited description or insufficient detail for one, some, or all of the school transportation plan.	The applicant has provided a school transportation plan with arrangements for prospective students, daily transportation needs, and a description of how the school plans to meet transportation needs for field trips and athletic events.	The applicant has strong and demonstrated capacity for its school transportation plan.	
Safety and Security	The applicant has provided little or no information or a description of the Safety Plan and how that plan complies with all federal, state, county, and city health and safety laws.	The applicant has provided a limited description or insufficient detail for the safety and security plan for students, the facility, and property.	The applicant has provided a plan for the safety and security of students, the facility, and property, an explanation of how that plan complies with all federal, state, county, and city health and safety laws, and the types of security personnel, technology, equipment, and policies that the school will employ.	The applicant has strong and demonstrated capacity for its school safety and security plan.	
Insurance Coverage	The applicant has provided little or no information or a description of the types of insurance coverage the school will secure (**Attachment**).	The applicant has provided a limited description or insufficient detail of the types and levels of insurance coverage the school will secure (**Attachment**).	The applicant has provided a list of the types of insurance coverage the school will secure (**Attachment**) including a description of the levels of coverage. The applicant has demonstrated that they have the necessary coverages (including but not limited to workers compensation, unemployment compensation, general liability, property, indemnity, directors and officers, motor vehicle, and errors and omissions.	The applicant has provided a list of the types and levels of insurance coverage (**Attachment**) the school will secure, and has demonstrated that they have exceeded the necessary coverages (including but not limited to workers compensation, unemployment compensation, general liability, property, indemnity, directors and officers, motor vehicle, and errors and omissions.	

Section 27: Start-Up and Ongoing Operations

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Overall	The applicant has demonstrated little to no understanding of the start-up procedures for a school.	Overall, the applicant has demonstrated with some evidence an understanding of start-up procedures and has demonstrated limited capacity to implement successfully.	Overall, the applicant has demonstrated with evidence a clear understanding of start-up procedures and has demonstrated the capacity to implement successfully.	Overall, the applicant has convincingly demonstrated with strong evidence a clear understanding of start-up procedures and has demonstrated capacity to implement successfully.	

Section 28: Operations Capacity

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Applicant Team Capacity	There is little or no description of the team's individual and collective qualifications for implementing the Operations Plan successfully, and/or little to no capacity in: ▪ Staffing ▪ Professional development ▪ Performance management ▪ General operations ▪ Facilities management	The applicant has described some of the team's individual and collective qualifications for implementing the Operations Plan successfully, and/or demonstrated limited capacity in some of the following: ▪ Staffing ▪ Professional development ▪ Performance management ▪ General operations ▪ Facilities management	The applicant has described the team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as: ▪ Staffing ▪ Professional development ▪ Performance management ▪ General operations ▪ Facilities management	The applicant has provided a comprehensive and compelling description of the team's individual and collective qualifications for implementing the Operations Plan successfully, with strong capacity in: ▪ Staffing ▪ Professional development ▪ Performance management ▪ General operations ▪ Facilities management	
Facility Acquisition and Management Capacity	There is little or no description of the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.	There is a description of the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, though it is limited and/or provides insufficient detail.	There is a description of the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.	The applicant has provided strong evidence of the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.	
Overall	Overall, there is little to no capacity or understanding of the requirements for strong organizational effectiveness.	Overall, the applicant has demonstrated with evidence minimal capacity or understanding of operational and organizational effectiveness.	Overall, the applicant has demonstrated, with evidence, capacity and understandings of operational and organizational effectiveness leading to a high potential for success.	Overall, the applicant has demonstrated, with evidence, strong capacity in operations and organizational effectiveness leading to a high potential for success.	

Section 29: Unique/Innovative Operational Aspects

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Unique/Innovative Operational Aspects	The applicant has provided little or no explanation on how the school will operate in a unique and innovative manner, how this school will bring a new operational design to our district or how students will be prepared for college/career success.	The applicant has provided a limited and insufficient explanation on how the school will offer a unique and innovative operational model not currently found in our district. The applicant only partially explained how the innovative operational practices will impact student learning and provide for a strong pathway of college/career readiness.	The applicant has explained how the will school provide a unique type of school operational model not currently found in our district. This new model is innovative in design and provides a quality education which prepares its students for college/career success. The school's unique operational practices are based on proven practices and are seamlessly woven into the school's instructional design	The applicant comprehensively and completely explained how the program will offer an operationally-unique and innovative type of school that is not currently in place within our district. The applicant also provided evidence that this new program utilizes proven and well-researched innovative operational practices. The instructional design and curriculum is closely tied to the unique way in which the school will operate. Lastly, the applicant demonstrated how the new program aligns with the district's T-2-4 initiative of providing college and career pathways for its' students.	

CATEGORY 4: FINANCIAL PLAN AND CAPACITY

Section 30: Financial Plan

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Systems, Policies, and Processes	There is little or no description of the systems, policies, and processes the school will use for financial planning, and/or how the school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.	There is a limited or insufficient description of the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, and description of how the school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.	There is a description of the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how the school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.	The applicant has provided a detailed and comprehensive description of the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how the school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements which demonstrates a sound financial structure.	
Roles and Responsibilities	There is little or no description of the roles and responsibilities of the school's administration and governing board for school finances.	There is a limited or insufficient description of the roles and responsibilities of the school's administration and governing board for school finances and the distinction between each.	There is a description of the roles and responsibilities of the school's administration and governing board for school finances which distinguishes between each.	The applicant has provided a detailed and comprehensive description of the roles and responsibilities of the school's administration and governing board for school finances which clearly distinguishes between each.	
Audit Plans	There is little or no description of the plans and procedures for contracting an annual independent audit of the financial and administrative operations of the school, and/or little or no description of how the school will ensure financial transparency to the Authorizer and the public, or plans for public adoption of its budget and public dissemination of its annual audit and financial reports.	There is a limited or insufficient description of the plans and procedures for contracting an annual independent audit of the financial and administrative operations of the school, and/or insufficient details in the plans and procedures for conducting an annual independent and state audit of the financial and administrative operations of the school.	The applicant has provided the plans and procedures for contracting an annual independent audit of the financial and administrative operations of the school. There is a description of how the school will ensure financial transparency to the Authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.	The applicant has provided a detailed and comprehensive description of the plans and procedures for contracting an annual independent audit of the financial and administrative operations of the school, and how the school will ensure financial transparency to the Authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.	
Financial Plan Workbook	The applicant did not provide a completed Financial Plan Workbook (**Attachment**).	There is a Financial Plan Workbook (**Attachment**), though it is vague and missing information.	There is a completed Financial Plan Workbook (**Attachment**), which uses the per-pupil revenue guidance provided by the Authorizer.	There is a fully completed Financial Plan Workbook (**Attachment**), which uses the per-pupil revenue guidance provided by the Authorizer and demonstrates a sophisticated understanding of the school's finances.	

Section 30: Financial Plan

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Budget Narrative	The applicant has provided little or no detail in the budget narrative. It minimally or did not address: ▪ Anticipated funding sources ▪ The school's contingency plan to meet financial needs ▪ Year one cash flow contingency.	The applicant has provided a budget narrative description, though it lacks sufficient detail to determine its viability and/or the applicant has insufficiently addressed: ▪ Anticipated funding sources ▪ The school's contingency plan ▪ Year one cash flow contingency.	The applicant has provided a detailed budget narrative **(Attachment)** which includes a description of assumptions and revenue estimates, the basis and calculations for revenue projections, staffing levels, and expenditures, the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). ▪ Anticipated funding sources: The applicant has indicated the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc., and described any restrictions on access to, or use of, any identified funding sources (including philanthropic) on which the school's core operation depends. (**Attachment**) ▪ There is an explanation of the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. ▪ There is a detailed description of year one cash flow contingency, in the event that revenue projections are not met in advance of opening.	The applicant has provided a detailed and comprehensive line item budget narrative **(Attachment)** which includes a description of assumptions and revenue estimates, the basis and calculations for revenue projections, staffing levels, and expenditures, the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). The description aligns to the educational program and clearly addresses: ▪ Anticipated funding sources: The applicant has indicated the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc., and described any restrictions on access to, or use of, any identified funding sources (including philanthropic) on which the school's core operation depends. (**Attachment**) ▪ There is an explanation of the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. ▪ There is a detailed description of year one cash flow contingency, in the event that revenue projections are not met in advance of opening.	
Fund Raising Plan	Applicant has provided a fundraising plan (**Attachment**) with little to no demonstrable evidence of viability.	Applicant has provided a fundraising plan (**Attachment**), though it is limited in description and viability.	Applicant has provided a viable fundraising plan (**Attachment**).	Applicant has provided a comprehensive, viable, long term fundraising plan (**Attachment**).	
Overall	Overall, the applicant demonstrates lack of understanding of the financial requirements and little to no capacity for financial viability.	Overall, the applicant demonstrates minimal understanding of the financial requirements and a capacity for financial viability.	Overall, the applicant clearly demonstrates understanding of the financial requirements and a strong capacity for financial viability.	Overall, the applicant clearly demonstrates a thorough understanding of the financial requirements and a strong capacity for financial viability.	

Section 31: Financial Management Capacity

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Applicant Team Capacity	The applicant has provided little or no description of the team's individual and collective qualifications for implementing the Financial Plan successfully. And/or did not sufficiently address: ▪ Financial management; ▪ Fundraising and development; ▪ Accounting and internal controls.	The applicant has provided a limited and/or incomplete description of the team's individual and collective qualifications for implementing the Financial Plan successfully. The applicant addressed some of the following or did so in a limited manner: ▪ Financial management; ▪ Fundraising and development; ▪ Accounting and internal controls.	The applicant has described the team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as: ▪ Financial management; ▪ Fundraising and development; and ▪ Accounting and internal controls.	The applicant has clearly and comprehensively demonstrated the team's individual and collective qualifications for implementing the Financial Plan successfully. There is strong evidence of capacity in the school's: ▪ Financial management; ▪ Fundraising and development; ▪ Accounting and internal controls.	

CATEGORY 5: EXISTING OPERATORS

Section 32: Existing Operators					
Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Growth Plans and Capacity	There is little to no description of the organization's growth plans and capacity to successfully support and execute that plan.	There is a description of the organization's growth plans and capacity to successfully support and execute that plan, including business plans to support anticipated growth, though it is limited and/or provided insufficient detail.	There is a detailed description of the organization's growth plans and capacity to successfully support and execute that plan, including business plans to support anticipated growth.	There is a detailed and compelling description of the organization's growth plans and capacity to successfully support and execute that plan, including business plans to support anticipated growth, which indicates a strong likelihood for continued capacity for growth.	
Portfolio Summary	The applicant has not completed or provided all requested information for each of the organization's schools (**Attachment**).	The applicant has completed *some* of requested information for each of the organization's schools via the Portfolio Summary Template (**Attachment**).	The applicant has completed all requested information for each of the organization's schools via the Portfolio Summary Template (**Attachment**).	The applicant has completed all requested information for each of the organization's schools via the Portfolio Summary Template (**Attachment**).	
Closed and/or Non-Renewed School(s) Disclosure	The applicant has not addressed or has not indicated that there are no school closures, revocations or non-renewals by any authorizer to report.	The applicant has partially addressed disclosure of schools that have been closed or non-renewed, or charters that have been revoked by any authorizer.	The applicant has either disclosed any schools that have been closed or non-renewed, or charters that have been revoked by any authorizer, or indicated that there are no school closures, revocations or non-renewals to report.	The applicant has reported that no schools have been closed, non-renewed, or had their charters revoked by any authorizer.	
Overall	Overall, the applicant demonstrates little to no existing or planned operations capacity and has little potential for organizational effectiveness.	Overall, the applicant demonstrates minimal existing or planned operations capacity and has some potential for organizational effectiveness.	Overall, the applicant demonstrates existing or planned operations capacity and has a high potential for organizational effectiveness.	Overall, the applicant clearly demonstrates strong existing or planned operations capacity and has a high potential for organizational effectiveness.	

CATEGORY 6: OPTIONAL FEDERAL CHARTER SCHOOL PROGRAM (CSP) PLANNING AND IMPLEMENTATION GRANT

Section 33: CSP Grant Information (not rated)

Section 34: CSP Sub-grant Goals and Objectives

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
CSP Sub-grant Goals and Objectives	The applicant has not provided CSP subgrant goals and objectives (no more than 5), and/or though they are not clearly stated in terms of the measures or assessments the school plans to use evaluate progress. The goals are not specific, measurable, action oriented, realistic, relevant, time-bound, and/or include targets. And/or, the applicant did not provide a description of how the charter school will continue operation once the federal grant has expired.	The applicant has provided CSP subgrant goals and objectives (no more than 5), though they are not clearly stated in terms of the measures or assessments the school plans to use evaluate progress. Some goals are specific, measurable, action oriented, realistic, relevant, time-bound, and include targets. And/or, the applicant provided an insufficient description of how the charter school will continue operation once the federal grant has expired.	The applicant has provided specific CSP subgrant goals and objectives (no more than 5), which are clearly stated in terms of the measures or assessments the school plans to use evaluate progress. All goals are specific, measurable, action oriented, realistic, relevant, time-bound, and include targets. The applicant included a description of how the charter school will continue operation once the federal grant has expired.	The applicant has provided specific well-articulated CSP subgrant goals and objectives (no more than 5), which are clearly stated in terms of the measures or assessments the school plans to use evaluate progress. All goals are specific, measurable, action oriented, realistic, relevant, time-bound, and include targets. The applicant included a thorough description of how the charter school will continue operation once the federal grant has expired.	
Overall				Overall, the applicant clearly demonstrates a strong plan with SMART goals and objectives, and has a strong potential for an effective planning year.	

Section 35: CSP Statement of Assurances

Topic	Ranking				
	Incomplete		Complete		N/A
CSP Statement of Assurances	Applicant did not provide **Attachment,** a signed CSP grant Statement of Assurances.		Applicant provided **Attachment,** a signed CSP grant Statement of Assurances.		

Section 36: CSP Sub-grant Budget and Narrative

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
CSP sub-grant Budget and Narrative	The applicant has provided little to no description of how the subgrant funds will be used, and/or little to no detail how such funds will be used in conjunction with any other federal programs administered by the U.S. Secretary of Education. The applicant has provided little to no specific, line item budget detail and/or no CSP sub-grant budget and budget (**Attachment**).	The applicant has provided a limited description of how the subgrant funds will be used, and/or insufficient detail how such funds will be used in conjunction with any other federal programs administered by the U.S. Secretary of Education. The applicant has provided a CSP sub-grant budget and budget narrative (**Attachment**), though it is not specific, line item detailed and/or very limited in detail.	The applicant has provided a description of how the subgrant funds will be used, including a description of how such funds will be used in conjunction with any other federal programs administered by the U.S. Secretary of Education. The applicant has provided a complete CSP sub-grant budget and budget narrative (**Attachment**).	The applicant has provided a complete description of how the subgrant funds will be used, including a thorough description of how such funds will be used in conjunction with any other federal programs administered by the U.S. Secretary of Education. The applicant has provided a complete and specific line item detailed CSP sub-grant budget and budget narrative (**Attachment**).	
Overall				Overall, the applicant clearly demonstrates a detailed budget and budget narrative, and has a strong potential for an effective planning year.	

FEDERAL CHARTER SCHOOL PROGRAM (CSP) PLANNING AND IMPLEMENTATION GRANT (SAMPLE)

Section 30: OPTIONAL section of the NCSA.
Mandatory for any school intending to apply for the Federal Charter School Planning and Implementation Sub Grant (1500 Words)

Background

Authorized by Title IV, Part C of the Elementary and Secondary Education Act (ESEA) (as amended through P.L. 115-224), the federal Charter Schools Program (CSP) provides funding to State Educational Agencies (SEA) with the purpose to increase national understanding of the charter school model and expand the number of high-quality charter schools available to students across the nation by providing financial assistance for planning, program design, and initial implementation of new charter schools, and to evaluate the effects of charter schools, including their effects on students, student academic achievement, staff, and parents.

The Washington State Charter Schools Association (WA Charters) was awarded a competitive CSP grant under this federal program for $xx,xxx,xxx. In order to improve efficiency, WA Charters' federally approved grant application proposes that the comprehensive New Charter School Application (NCSA) for both the Washington State Charter School Commission (Commission) and approved school district authorizers will serve as the application for CSP subgrants. This portion of the NCSA was designed to minimize redundancies in application preparation as both the CSP sub grant and NCSA require similar information.

While the NCSA will serve as the application for the CSP subgrant and determine eligibility, the authorization of a charter school by a Washington charter school authorizer *will not* guarantee WA Charters approval of a CSP subgrant award. Additionally, the WA Charters CSP grant management staff will conduct its own independent review to confirm eligibility and determine awards of potential subgrantees and confirm the proposed subgrant specific goals, budgets, and line items.

Note: This section of the NSA is an ***optional*** section for the NCSA but a *requirement* for any for school intending to apply for a federal CSP sub grant. **Completion or non-completion does not impact an application's authorizer approval rating.** In order to receive a federal planning and/or implementation subgrant, a school must first be authorized via the authorizer NCSA and review process, have their charter contract signed by their authorizer, and have an approved affirmative motion by the charter

school's Board stating compliance with the CSP Statement of Assurances (Attachment 34). Subgrantees are required to work directly with WA Charters CSP grant management staff in order to comply with all processes and procedures of the CSP grant and are subject to additional oversight and reporting requirements specific to the CSP sub grant.

Purpose of the CSP Grant

WA Charters has received a competitive grant under this federal program to carry out the following objectives:

- **Objective 1:** Increase the number of high-quality charter schools and authorized charter school seats in Washington.
- **Objective 2:** Improve student outcomes in Washington's charter schools, especially for at-risk students.
- **Objective 3:** Disseminate innovative, effective educational practices that improve student outcomes with key Washington state stakeholder groups (i.e., educational partners, traditional public education systems, parents and families, and community-based organizations.)
- **Objective 4:** In collaboration with Washington authorizers, support and strengthen our best-in-class authorization process and develop, review, and iterate an authorization renewal process in alignment with NACSA's quality practices.

The Washington Innovation and Excellence CSP Grant offers one type of subgrant award for *new* charter schools:

A five-year *planning and implementation* sub grant of the new charter school educational program.

Award Type	Year 1 Planning and Design	Year 2 Implementation	Year 3 Implementation	Year 4 Implementation	Year 5 Implementation	Total Possible Award
Amount	[redacted]					

WA Charters' grant from the CSP Grants to State Entities Program, the program that funds the Washington Innovation and Excellence CSP Grant (hereafter called 'the CSP Grant'), expires on September 30, 2024. Continued funding beyond this date requires the approval of an annual "No Cost Extension" by the US Department of Education.

Uses of Funds

The CSP Grant is a reimbursement program, which means recipients will be reimbursed following proof of spending on allowable, approved activities.

Under the allowable activities described in the ESEA, Title IV Part C Section 4303 (h)(1-6) Local use of funds; grant funds must be used for the following:

An eligible applicant receiving a subgrant under this program shall use such funds to support activities related to opening and preparing for the operation of new charter schools or replicating or expanding high-quality charter schools, which shall include one or more of the following:

(1) Preparing teachers, school leaders, and specialized instructional support personnel, including through paying costs associated with—

(A) Providing professional development; and

(B) Hiring and compensating, during the eligible applicant's planning period specified in the application for subgrant funds, one or more of the following:

(i) Teachers.

(ii) School leaders.

(iii) Specialized instructional support personnel.

(2) Acquiring supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials).

(3) Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction).

(4) Providing one-time, startup costs associated with providing transportation to students to and from the charter school.

(5) Carrying out community engagement activities, which may include paying the cost of student and staff recruitment.

(6) Providing for other appropriate, non-sustained costs related to opening, replicating, or expanding high-quality charter schools when such costs cannot be met from other sources.

Additionally, applicants are responsible for obtaining and reviewing the Federal CSP Regulations and Guidance. Applicants are also responsible for being aware of the following relevant provisions: January 2014 CSP Nonregulatory Guidance; 2 CFR Part 180; Non-procurement Debarment And Suspension as adopted at 2 CFR Part 3485; Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards under 2 CFR Part 200 as adopted at 2 CFR Part 3474 (BLOCK 8); and 34 CFR Parts 75, 77, 79, 81, 82, 84, 86, 97, 98, 99(Education Department General Administrative Regulations, EDGAR).

Eligibility

All applicants must have been authorized by their respective authorizer in order to be eligible to receive CSP Grant funds. Additionally, applicants must demonstrate that they meet the following federal definition of a public "charter school" in the ESEA (P.L. 115-224, Section 4310(2):

(2) CHARTER SCHOOL.—The term ‘‘charter school’’ means a public school that—
(A) in accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;
(B) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
(C) operates in pursuit of a specific set of educational objectives determined by the school’s developer and agreed to by the authorized public chartering agency;
(D) provides a program of elementary or secondary education, or both;
(E) is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
(F) does not charge tuition;
(G) complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the ‘‘Family Educational Rights and Privacy Act of 1974’’), and part B of the Individuals with Disabilities Education Act;
(H) is a school to which parents choose to send their children, and that—

(i) admits students on the basis of a lottery, consistent with section 4303(c)(3)(A), if more students apply for admission than can be accommodated; or
(ii) in the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in clause (i);

(I) agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such State audit requirements are waived by the State;
(J) meets all applicable Federal, State, and local health and safety requirements;
(K) operates in accordance with State law;
(L) has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school; and
(M) 5 may serve students in early childhood education programs or postsecondary students.

The school must provide to WA Charters the executed charter contract between the school and its authorizer, in addition to the school’s enrollment policies to ensure that all relevant documents and practices comply with the federal definition and requirements of a charter school.

Verification Prior to Subgrant Application Approval

Prior to a final approval of a subgrant application, the CSP Grant Coordinator will verify with the US Department of Education that the applicant has not previously received a grant for the same activities through the Charter School Program.

Technical Assistance and Professional Development

All subgrantees agree to participate in technical assistance (TA) and professional development (PD) as a condition of the CSP subgrant award. The goal of this training is to support subgrantees as they implement and manage their subgrant to ensure compliance with the terms set forth in this application. Trainings may be provided in conjunction with other TA and PD provided by WA Charters, OSPI and charter school authorizers as part of a school's pre-opening conditions, onboarding process, or ongoing compliance with a charter contract. Additional subgrant specific training may also be required. Training topics may include operational processes, board and staff development, subgrant compliance, data systems, and reporting requirements. Notifications will be sent out in advance and every effort will be made to accommodate the subgrantee's availability. Application for subgrant funds indicates acknowledgment and consent to these requirements.

CSP Subgrant Monitoring

WA Charters is committed to providing rigorous fiscal and programmatic monitoring of subgrantees to ensure the proper use of public funds. The importance of adhering to the following monitoring and compliance activities cannot be overstated. Failure to fulfill the requirements may lead to the denial of reimbursement funds or the rejection of continued funding of the subgrant.

WA Charters grants management staff provides monitoring of subgrantees. This process includes, but is not limited to:

- The grant management staff reviews and approves each subgrant budget in i-Grants prior to release of grant funds.
- Monthly & Quarterly Progress Report submissions that include expenditure documentation, subgrantee progress towards grant project goals and objectives, and authorizer oversight including any concerns or corrective actions.
- Mid-year fiscal Desk Review protocols may include review of subgrantee expenditure documentation and requests, inventory, amounts reported (allocations, cash receipts, monthly and total expenditures, and current accruals and obligations), and financial transparency compliance.
- Timely drawdown of subgrant funds is monitored on a quarterly basis at minimum.
- Budget revisions are reviewed and approved through iGrants.
- School Finance and Operations are reviewed as part of the Year 2 Implementation site visit.

- Grant management concerns and any corrective actions required are reported to the subgrantee's fiscal manager and authorizer.

Elements of WA Charters programmatic monitoring include:

- A Year End Progress Report is required after every year of the CSP subgrant award year. The progress report describes the subgrantee's progress toward its subgrant project goals and objectives, reporting on subgrant expenditures, and school operations.
- A site visit by the CSP grant management staff to review progress toward subgrant goals, observe the educational program, confirm statutory compliance, discuss eligibility for and receipt of federal funds/programs, provide awareness of CSP grant requirements, certifications, and assurances.
- Review of charter documents and performance data.
- Any complaints, concerns, or findings brought to the attention of WA Charters, charter authorizers or OSPI are investigated by WA Charters and reported to the subgrantee and its authorizer, along with any suggested technical assistance and/or required corrective action.
- The Final CSP Subgrant Report is a programmatic monitoring element. The report includes final reporting of expenditures, EDGAR-compliant asset inventory, and progress toward Grant Project Goals and project objectives, including educational outcomes.

Use of a Weighted Lottery

In the event a subgrant applicant plans to use or establish weighted enrollment preferences (also known as a weighted lottery) during their funding cycle, the school must submit a proposal, in advance, that is consistent with state and federal regulations, and receive approval by their authorizer, Commission, OSPI CSP Grant management staff, and the US Department of Education in order to maintain eligibility for a subgrant award or renewal. Failure to comply with this requirement may result in the loss or renewal of this subgrant.

Please note that RCW 28A.710.050 requires that weighted enrollment preferences must be approved by the *Commission* regardless of the school's authorizer.

> *(3) If capacity is insufficient to enroll all students who apply to a charter school, the charter school must grant an enrollment preference to siblings of enrolled students, with any remaining enrollments allocated through a lottery. A charter school may offer, pursuant to an admissions policy approved by the commission, a weighted enrollment preference for at-risk students or to children of full-time employees of the school if the employees' children reside within the state.*

Subgrantees must submit their weighted enrollment request to their authorizer *and* to the Commission in writing. Once approval is obtained by both, the subgrantee will then work with the CSP Grant Coordinator to submit an official waiver to the US Department of Education. The waiver process can

take time and may require multiple revisions. It is the responsibility of the subgrantee to allow for adequate time for all levels of approval. For that reason, it is suggested that subgrantees begin this process well in advance of their proposed enrollment period and scheduled lottery date.

Award Process

Following the review of each subgrant application and authorization process, including the execution of a charter contract, award notification emails will be sent to applicants informing them of their award status. The notification may include a request for additional information which must be provided within 30 days. Once the final review is completed, the WA Charters CSP grant management staff will provide necessary fiscal documents and instructions on the reimbursement process for the grant. Funds must not be spent or encumbered until the grant has received final approval. The approximate award date is October 15-30, 2019 (and October 1st, in subsequent years).

All goals and objectives stated in the application must be completed in the allowed budget period noted in the grant award notification.

CSP-Specific Application Requirements

Section 30: CSP Charter School Planning and Implementation Subgrant (1500 Words)

CSP Application Requirements

1. Provide specific CSP subgrant goals and objectives (no more than 5). State goals and objectives clearly in terms of the measures or assessments the school plans to use evaluate progress. All goals must be specific, measurable, action oriented, realistic, relevant, time-bound, and include targets. Goals may be similar or identical to the school's mission-specific goals, however, they must directly correspond to the proposed subgrant budget line items;
2. A description of how the subgrant funds will be used, including a description of how such funds will be used in conjunction with any other federal programs administered by the US Department of Education;
3. A description of how the charter school will continue operation once the federal grant has expired;
4. A description of the administrative relationship between the charter school and the authorized public chartering agency and the charter school and the CMO (if applicable).

In addition to the above requirements, to initially apply for this one-time planning and implementation grant, applicants must provide for the purposes of Section 30 of this application:

- **Attachment 34,** a signed CSP grant Statement of Assurances

- **Attachment 35,** the OSPI Project Budget Form and Budget Narrative with a line item detail of proposed expenditures. Applicants are expected to read the *General Budget Guidelines & Restrictions* in order to prepare these documents.

An applicant may receive a total of 9 additional points under the Competitive Preference Priorities (CPP). CPP points are awarded to the extent that an applicant has demonstrated how it has met the priority criteria. These optional priorities are:

- Schools with a focus on the development of the whole student (college and career academic readiness + social-emotional development) (0-3 points)
    - To receive points under these criteria an applicant must demonstrate a strong instructional and social-emotional focus that supports students toward both educational goals and positive relationship and identity development (including but not limited to: mentorship, restorative justice practices, and whole-school college readiness or entry goals)
- Schools with an explicit focus on diversity, equity, and inclusion (0-3 Points)
    - To receive points under these criteria an applicant must demonstrate that its staffing, educational model, community and family engagement strategy, and overall design process are responsive to community input, provide ongoing opportunities for learning for school staff, and have planned evaluative measures to help drive diversity, equity, and inclusion throughout school culture and climate.
- Schools recruiting from rural or unincorporated regions (0-3 Points)
    - To receive point under these criteria an applicant must demonstrate that it is intends to locate in or near rural or unincorporated regions and how it intends to meet the unique needs of the student population that it recruits from there.

For questions or assistance with regards to *this* section of the New School Grant Application, please contact the CSP Grant Project Coordinator at: xxxx@wacharters.org

Attachment 34

WASHINGTON STATE CHARTER SCHOOLS PROGRAM CSP
Sub Grant
STATEMENT OF ASSURANCES 2019-2020

The Board President and Board-Appointed Authorized Representative must sign below to indicate their approval of the contents of the application, and the receipt of program funds.

On ___(date)___, the Board of ____(Charter School Applicant)____ (the Board) hereby applies for and, if awarded, accepts the federal program funds requested in this application. In consideration of the receipt of these grant funds, the Board agrees that the General Assurances form for all federal funds and the terms therein are specifically incorporated by reference in this application. The Board also certifies that all program and pertinent administrative requirements will be met. These include the Education Department General Administrative Regulations (EDGAR), the Office of Management and Budget Accounting Circulars, and the U.S. Department of Education's General Education Provisions Act (GEPA) requirement.

Charter schools that accept funding through the Washington State Charter School Program Grant agree to the following assurances:

The authorized representative possesses the legal authority to apply for this grant and agrees to the following terms:

1. The applicant will annually, for the life of the grant, provide the U.S. Secretary of Education and the Washington State Office of Superintendent of Public Instruction (OSPI) such information as may be required to determine if the charter school is making satisfactory progress toward achieving the funded activities. This includes participation in any federal or state funded charter school evaluations or studies.

2. The applicant will fully cooperate with the U.S. Secretary of Education and OSPI in evaluating the program being funded by the grant.

3. The charter school will 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.

4. The charter 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)), is not a sectarian or religious organization, meets all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW 28A.710.220, is governed by an independent governing board, and will be operated according to the terms of a charter contract executed with an approved Washington State charter school authorizer.

5. The charter school understands acknowledges the administrative power and duties of charter school authorizers as outlined in Chapter 28A.710.100 RCW

6. The charter school functions as a local education agency under applicable federal laws and regulations, is responsible for meeting, and will 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, as amended (ESEA, 20 U.S.C. Sec. 6301 et seq.), 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 provisions regarding assessments;

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 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. Compliance with McKinney-Vento Homeless Assistance Act of 1987 (42 U.S.C. Sec. 11431 et seq.

7. The charter school hires, manages, and discharges any charter school employee in accordance with the terms of Chapter 28A.710 RCW and the charter school's charter contract;

8. The charter school will receive and disburse funds solely in accordance with the purposes of the charter school;

9. 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 charter school will do so to the same extent as other non-charter public schools, as long as the charter school's board maintains oversight authority over the charter school;

10. The charter school will not enter into any contracts for management operation of the charter school except with nonprofit organizations;

11. To the extent it enters into contracts with other entities regarding real property, the charter school will 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;

12. 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 charter school will not pledge, assign, or encumber any public funds received or to be received pursuant to RCW 28A.710.220 or under this grant;

13. The charter school ensures that no debt incurred by the charter school is a general, special, or moral obligation of the state or any other political subdivision or agency of the state;

14. The charter school will 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;

15. 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 charter school will not solicit, accept, and administer any such gifts, grants or donations from sectarian or religious organizations and will not accept any gifts or donations the conditions of which violate Chapter 28A.710 RCW or any other state laws;

16. The charter school will 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;

17. The charter school will not levy taxes or issue tax-backed bonds and will not acquire or attempt to acquire property by eminent domain;

18. The charter school will operate according to the terms of its charter contract and the provisions of Chapter 28A.710 RCW;

19. The charter school will comply with local, state, and federal health, safety, parents' rights, civil rights, and nondiscrimination laws applicable to Washington State 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);

20. The charter school will provide basic education, as provided in RCW 28A.150.210, including instruction in the essential academic learning requirements and will 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;

21. The charter school will employ certificated instructional staff as required in RCW 28A.410.025, provided that the charter schools may hire non-certificated instructional staff of unusual competence and in exceptional cases as specified in RCW 28A.150.203 (7);

22. The charter school will comply with the employee record check requirements in RCW 28A.400.303;

23.. The charter school will 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;

24. The charter school will comply with the annual performance report under RCW 28A.655.110;

25. The charter school will be subject to the performance improvement goals adopted by the Washington State Board of Education under RCW 28A.305.130;

26. The charter school will comply with the Open Public Meetings Act in chapter 42.30 RCW and public records requirements in chapter 42.56 RCW;

27. The charter school will be subject to and comply with all legislation governing the operation and management of charter schools;

28. The charter school will comply with all state statutes and rules made applicable to the charter school in the charter school's charter contract;

29. The charter school will not engage in any sectarian practices in its education program, admissions or employment policies, or operations;

30. The charter school will 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;

31. The charter school will 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 will be open to any student regardless of his or her location of residence;

32. The charter school will 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;

33. If capacity is insufficient to enroll all students who apply to the charter school, the charter school will select students through a lottery to ensure fairness.

34. The charter school will give an enrollment preference to siblings of already enrolled students;

35. The Board will annually determine the capacity of the charter school in consultation with the charter school's authorizer, with consideration of the charter 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;

36. The charter school will comply with all federal, state, county, region, or community health and safety laws, rules, or regulations that may apply to its facilities and property;

37. The charter school has disclosed any real, potential or perceived conflicts of interest that could impact the approval or operation of the charter school;

38. If applicable, the charter school will meet any preopening and/or reopening requirements or conditions imposed by its authorizer, including but not limited to requirements or conditions to monitor the start-up progress of the charter school and to ensure that the charter school is prepared to open smoothly on the date agreed, and to ensure that the charter school meets all building, health, safety, insurance, and other legal requirements for school opening;

39. The charter school will comply with, and fully participate in, any activity by its authorizer that the authorizer deems necessary for it to monitor, engage in oversight, or engage in corrective action pursuant to RCW 28A.710.180;

40. The charter school will comply with any corrective actions or sanctions imposed upon it by its authorizer pursuant to Chapter 28A.710 RCW;

41. The charter school will comply with all renewal and nonrenewal actions required of it by its authorizer or by law, including but not limited to the requirements imposed by RCW 28A.710.190 and .200;

42. The charter school will comply with any nonrenewal of termination actions imposed by its authorizer pursuant to Chapter 28A.710 RCW and duly adopted rules of the authorizer;

43. The charter school will 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;

44. The charter school will comply with applicable reporting requirements to receive state or federal funding that is allocated based on student characteristics;

45. The charter school will, at all times, maintain all necessary and appropriate insurance coverage;

46. The charter school will indemnify and hold harmless the authorizer 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 charter school or its operation;

47. If there are exceptions to these assurances, the charter school has described them in full detail on a separate page attached to this document.

48. The Board's members will complete the financial affairs statement disclosures as required by law and address any conflicts identified by such disclosure.

49. The applicant will provide such other information and assurances as the U.S. Secretary of Education and OSPI and SEA may require.

50. All of the information submitted in the application is true, correct, complete, and in compliance with state and federal law.

51. These assurances are made by the Board through its duly authorized representative.

The Board has reviewed and discussed these assurances and passed a motion affirming current and future compliance with these assurances.

It is the responsibility of each local charter school that receives funds under this grant to comply with all required federal assurances. Funded sites will be expected to cooperate with the Department in the development and submission of certain reports to meet certain state and federal guidelines and requirements. All grantees are required to provide requested data to OSPI. In addition, funded projects will be required to maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipient agencies annually as a part of their regular audit. Auditors should be aware of the Federal audit requirements contained in the Single Audit Act of 1984.

IF ANY FINDINGS OF MISUSE OF FUNDS ARE DISCOVERED, PROJECT FUNDS MUST BE RETURNED TO THE WASHINGTON OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION. OSPI may terminate a grant award upon thirty (30) days notice if it is deemed by OSPI that the applicant is not fulfilling the funded program as specified in the approved project application.

Grant recipients will be required to keep and maintain all equipment purchased with grant funds in accordance with the requirements of federal law and regulation. Should the charter school close or be terminated by the sponsor, the charter school will work with OSPI and the school's authorizer regarding distribution of assets purchased with this grant.

The governing body of the charter school applicant has authorized the filing of this application and the undersigned representative has been duly authorized to file this application and act as the authorized representative of the applicant in connection with this application.

I do hereby certify that all facts, figures, and representations made in this application are true and are correct and are consistent with the statement of certifications. Furthermore, all applicable statutes, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability of funds distributed for this project. All records necessary to substantiate these items will be available for review by state and federal monitoring staff. All progress reports and the final report requested through this grant program will be filed on time. I further certify that all disbursements will be obligated after the grant has been awarded and the revised budget (if applicable) is approved and prior to the termination date; all disbursements have not been previously reported; and disbursements were not used for matching funds on this or any special project.

Name of Applicant: _____

Charter School Leader/Principal (Printed Name): _____

Charter School Leader/Principal Signature: _____

Date Signed: _____

Charter School Board President/Chair (Printed Name):_____

Charter School Board President/Chair Signature: _____

Date Signed: _____

Attachment 35: CSP sub grant budget form and budget narrative

Please use the **OSPI Project Budget Form** and provide your Budget Narrative with a line item detail of proposed expenditures.

GENERAL BUDGET GUIDELINES & RESTRICTIONS

Please note that the Project Budget Form has lines for activities that are not allowed under the terms of the subgrant. Please follow the guidance provided to ensure that funds are used for approved activities as specified by the "Uses of Funds" outlined in Section 30 and the information provided below.

- Any single line item more than $1,000 should have a detailed justification. Break down line items exceeding $1,000 through notations of quantity, explanation or additional line items to clarify how funding will be expended.
- Performance Management and Professional Development requests must include sufficient detail to include number of participants, number of days, cost per person per day, topic, and provider.
- It is in the best interest of the subgrant applicant to request only reasonable funding levels in order to maximize the total award. Budget line items that are unrealistic will be cut or trimmed. For example, if $8,000 is requested to send 6 individuals to a national conference, you may be asked to instead send 2 people each year over a three year period.
- Salaries/benefits are eligible under the subgrant if the duties being performed are related to allowable activities:
    - Planning Subgrant –:
        - Post-award planning and design of the educational program, including refining results (standards) and measurements (evaluation) of progress toward those results.
        - Research-based professional development for teachers and other staff that includes National Staff Development standards.
    - Implementation Subgrant –:
        - Informing the community about the school,
        - Acquiring necessary equipment and educational materials and supplies,
        - Acquiring, developing or aligning curriculum, and
        - Other initial operational costs that cannot be met from State or local sources.

  If an applicant chooses to use subgrant award to fund salaries/benefits, the applicant must submit information that includes name, title, a list of activities funded by the grant, percentage of time per week and length of time grant funding will be used to cover the salary. **Time and effort documentation is required for all personnel compensated with federal funds (see OMB A87 Attachment B(8)(h)).**

- Recurring costs are expected to gradually shift to the operating budget for years 2 & 3. Due to scale-up this might not always be possible, and so routine costs will only be allowed in years 2 & 3 for expenditure associated for newly added cohorts/grades/classrooms. Schools that are unable to cover all or part of recurring costs for years 2 & 3 with their operating budget can include the gap expense in their CSP budget, but this requires an explanation in the line item

narrative and certification by the school that these costs cannot be covered by years 2 & 3 operating budgets.

- Site licenses for software are considered a recurring, operational cost and will not be allowed in year three of the award.
- Curriculum alignment expenditures are only allowed for initial training prior to the implementing of a new curriculum or existing curriculum for a new grade level.

The following items **CANNOT** be funded and should therefore not be requested:

- Activities
  - Field trips
  - Extracurricular activities, programs, etc.
  - Athletic (team/afterschool) equipment
  - Expenses outside the scope of the school's charter or K-12 education; i.e., before/after school programs and preschool
- Apparel
  - Student uniforms
  - Athletic & extracurricular uniforms and costumes
  - Staff uniforms
- Capital Improvements
  - Addition of permanent structural improvement or restoration of some aspect of a property that will either enhance the property's overall value or increase its useful life
- Construction
  - Construction of new facility
  - Construction on existing facility
  - Building renovations, refurbishments, and restoration
  - Activities for which an architect and/or engineer must be utilized
- Supplies
  - Cleaning supplies
  - Cafeteria/food service supplies
- Food
  - Food
  - Beverages
  - Equipment and supplies used exclusively for the service of food/beverages (cafeteria equipment)
- Incentives
  - Gift certificates
  - Food
  - Alcoholic beverages
  - Awards and gifts
- Lobbying
  - Lobbying or related expenses
- Promotional items

    - Non-educational/non-informative promotional/novelty item promotional materials (often imprinted), such as pencils, pens, balloons and notepads.
    - PROMOTIONAL ITEMS ARE NOT ALLOWABLE UNDER ANY CATEGORY, INCLUDING OUTREACH AND RECRUITMENT
- Professional Fees
    - Accounting, auditing and legal fees not related to organizational start-up and planning
    - Grant oversight
    - Professional fees or membership dues
- Recruitment
    - Placement fees (employment advertising okay)
    - Travel for prospective employees
- Recurring Expenses
    - Rent/leases on or after first day of school *(ONLY allowable under the Implementation subgrant and ONLY up to 3 months prior to the school opening).*
    - Operating expenses and utilities, equipment leases, monthly and annual contracts
    - Recurrent/repeated professional development and training
    - Software license renewals
    - Fees such as monthly insurance and payroll services, management company fees, service contracts, trash disposal, gas/electric/phone/water/utilities, cell phones, etc.
- Renovations
    - Structural (roofing, wall repair, electrical wiring/rewiring)
    - Room additions
    - Security (fences, alarms, cameras)
    - Painting
    - Carpeting
    - Landscaping
    - ADA compliance
- Salaries
    - *See allowable salary specifications listed above.*
    - Costs of continuing education credits for professional development coursework completed at a college or university, as this would be considered compensation.
- Student
    - Student membership fees
    - Student conferences
- Technology
    - No electrical installation or modification to room dividers or existing walls, floors, ceilings, or structural elements.
    - Installation of computer network cabling is only allowable when not already present and may not comprise a capital improvement to the property
- Travel
    - Travel costs must comply with the State of Washington's Office of Fiscal Management travel guidelines outlined in the State Administrative and Accounting Manual Chapter 10

State of Washington
OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
OLD CAPITOL BUILDING
PO BOX 47200, OLYMPIA WA 98504-7200

STATE AND FEDERAL PROJECT EXPENDITURE REPORT

ESD	CO

☐ Check if final report and project completed

CFDA _____ **Program No.** _____

Fiscal Year _____ **Sub. Program No.** _____ **Revenue Acct.** _____

DISTRICT/ NAME	PROJECT TYPE/NAME	CONTACT PERSON

OBJECT OF EXPENDITURE

ACTIVITY	TOTAL	DEBIT TRANSFER 0	CREDIT TRANSFER 1	SALARIES CERTIFICATED 2	SALARIES CLASSIFIED 3	BENEFITS AND PAYROLL TAXES 4	SUPPL INSTRUCT RESOURCES AND NONCAPITAL 5	PURCHA SERVIC 7
15 Public Relations	0.00		XXX					
21 Supervision-Instruction	0.00		XXX					
22 Learning Resources	0.00		XXX					
23 Principal's Office	0.00		XXX					
24 Guidance and Counseling	0.00		XXX					
25 Pupil Mgt. and Safety	0.00		XXX					
26 Health/related Serv.	0.00		XXX					
27 Teaching	0.00		XXX					
28 Extracurricular	0.00		XXX					
29 Payments to School Districts	0.00	XXX	XXX	XXX	XXX	XXX	XXX	
31 Instructional Professional Dev	0.00		XXX					
32 Instructional Technology	0.00		XXX	XXX				
33 Curriculum	0.00		XXX					
41 Supervision-Nutrition	0.00		XXX	XXX				
42 Food	0.00		XXX	XXX	XXX	XXX	XXX	
44 Operations-Nutrition	0.00		XXX	XXX	XXX			
49 Transfer-Nutrition	0.00	XXX			XXX	XXX	XXX	XX
62 Grounds Maint.	0.00		XXX	XXX		XXX		
63 Operation of Building	0.00		XXX	XXX				
64 Maintenance	0.00		XXX	XXX				
65 Utilities	0.00		XXX	XXX	XXX	XXX	XXX	
68 Insurance - Except Trans.	0.00		XXX	XXX	XXX	XXX	XXX	
91 Public Activities	0.00		XXX					
Direct Expenditures to Date Subtotal	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Indirect Expenditures to Date	0.00							
TOTAL EXPENDITURES TO DATE	0.00							
LESS: Cash Received to Date	0.00							
BALANCE/<DEFICIT>	0.00							

I, the undersigned, hereby certify that the amount listed for materia
expenditures incurred, or items of indebtedness as changed is tru
and due; and that I am authorized to sign for the payee.

Name Date

Name _____ Date

Title _____

Appendix F:15

FORM SPI 1000E (Rev. 5/11)

RETURN FORM TO: Grants Management

APPENDIX F:16

CSP SUB-GRANT APPLICATION PROCESS						ONGOING CYCLE OF MONITORING AND PAYMENT	
ENTITY	**PRE-APPLICATION**	**APPLICATION**	**REVIEW**	**PRE-AWARD**	**AWARD**	**MONITORING STAGE**	**ALLOCATION STAGE**
APPLICANT	Attend NCSA CSP training Request technical assistance as needed	• Complete CSP sub grant Section 30 • Submit complete NCSA by authorizer deadline	Participates in all authorizer required new school application review activities (Public forums, capacity interviews, etc.)	Executes charter contract with authorizer within 90 days of approval Attend CSP sub grant trainings on budgets, allowable costs, federal rules and regulations, grant timelines, etc. Attends i-Grants trainings	Accesses i-Grants	ONGOING • Implements sub-grant activities • Fulfills reporting requirements • Timely drawdowns • Submits reimbursement request through i-Grants/state systems • Requests TA as needed QUARTERLY • Takes part in programmatic and financial desk reviews ANNUALLY • Takes part in annual site visits • Submit Sub-grant annual report, new plan and new objectives for sub grant renewal	Receives reimbursement payment upon request -if all CSP sub grant and authorizer contract obligations are met
WA CHARTERS	• Enact CSP comms plan (dissemination) • Work with authorizers to ensure inclusion of Section 30 in NCSA • Host CSP app training jointly with Commission • Offer TA for Section 30 and sub-grant		• Reviews all authorizer approved applications • Use Recommendation Report for sub grant eligibility • Use external evaluators sub grant application (Section 30) ratings and comments for sub grant	• Provide mandatory CSP trainings • Check for all required documents (Assurances, executed contract, etc.), budget review & confirmation • Prepare sub-grant agreements for execution • Send GAN	Executes sub-grant agreements with awardees	MONTHLY • Reviews and approve reimbursement requests in i-Grants QUARTERLY • Quarterly programmatic and financial desk reviews and communicates with grantees: • Proactively intervenes in case of CSP grant non-compliance in alignment with quarterly programmatic and financial monitoring • Maintains quarterly contact with authorizers re: sub-	

	application as needed • Ensure i-Grants protocols and monitoring processes in place jointly with OSPI • Fully develop Preference Prioritie criteria and add to training hese to all applicants • In Year 1: develop CSP sub grant Monitoring Rubric		award determination (must "Meet' or "Exceed") • Uses additional Preference Priorities as needed to rank applications for award	• Provide technical assistance as needed		grantee compliance and performance ANNUALLY • Conducts monitoring site visits • Renew sub grant awards • If, at the end of year, the applicant is out of compliance or not followed through on interventions over the course of the year, applicants will not receive ongoing grant funding ONGOING • Proactive Oversight of sub-grantee activities and spending • Provide ongoing TA • Provides CSP trainings on various topics • Partners with OSPI i-Grants, fiscal, and programmatic staff as necessary • Investigates complaints, concerns, funding issues brought by OSPI and or authorizers.	
OSPI	Establish i-Grants and EDS systems protocol jointly with WA Charters			Prep i-Grants and EDS systems as needed	Provides on-boarding training to all state systems, i-Grants, EDS, fiscal , etc.	• Provides access to i-Grants/EDS/finance systems and any technical support for grant payment as needed	Allocates sub grant reimbursement payment – upon WA Charters approval
AUTHOR-IZERS	• Ensure inclusion of Section 30 in NCSA • Jointly host NCSA and CSP sub grant training with WA Charters		External evaluators review, rate and provide comments on NCSA, including Section 30 Authorizers provide NCSA Recommendation Report	Executes charter contract with approved new school applicants	Collaborates on monitoring activities , as possible, to support CSP monitoring goals and reduce burden for schools and avoid duplication of effort	• Oversees academic, financial, and organizational performance of schools • Performs annual or scheduled monitoring school site visits • Collaborates on monitoring activities, as possible, to support CSP monitoring goals and reduce burden for	

						schools and avoid duplication of effort • Provides verification that schools have submitted independent audit and quarterly financial statements in a timely manner • Provides notice to WA Charters of complaints, concerns or school contract non-compliance	

WASHINGTON STATE CHARTER SCHOOLS ASSOCIATION
CSP PROJECT COORDINATOR JOB DESCRIPTION
SAMPLE

BASIC INFORMATION

Place of Performance: Seattle, Washington

Supervisor: Chief Financial Officer

Direct Reports: Not Applicable

Travel Requirements: Up to 20%

Salary Range [redacted]

WHO WE ARE

Washington is the 42nd state to open its public education system to charter schools, and the law puts a strong emphasis on ensuring that its charters are high-quality options for students that don't have access to them currently. The Washington State Charter Schools Association (WA Charters) is a non-profit organization that advocates for and develops high-quality charter public schools that meet the needs of systemically underserved students.

WA Charters knows that communities of color, immigrant and refugee communities, low-income communities, and individuals living with disabilities disproportionately shoulder the burden of the impacts of inequitable access to high-quality public schools. Working for and in partnership with impacted communities is a critical priority of our incubation, school services, legal, advocacy, communications, and engagement work to support charter public schools at every stage of their development. By doing so, we believe charter public schools will be a lever to improve educational outcomes across charter and traditional schools for *all* students.

THE NEED

In service of this goal, WA Charters seeks a project coordinator for the Washington Innovation and Excellence CSP Grant Program. This $19M program supports new charter school planning and implementation and expansion grants for Washington state. The project coordinator is the day-to-day manager of all activities related to the coordination and implementation of this program.

THE OPPORTUNITY

CORE RESPONSIBILITIES

Subgrant Competition and Award Management

- Coordinate all activities pertaining to CSP subgrant competition, solicitation of applications, application review, and subgrant awards
- Work with WA Charters team, charter schools, district partners, community-based organizations, and state entities to publicize all subgrant opportunities to eligible applicants, including through the development of digital communications, tabling or speaking at events, 1:1 meetings, phone calls, and other means as appropriate
- Develop a process for CSP expansion grants aligned to national best practices (including solicitation, application, application review, and award activities)
- Work in close partnership with state authorizing and oversight entities (Washington State Charter School Commission, Office of the Superintendent of Public Instruction, State Board of Education, Spokane Public Schools) to align systems and processes and maintain operational efficiencies for charter schools
- Provide technical guidance to subgrant applicants throughout the application, award, and monitoring process, including interpretation and communication of often complex federal regulatory requirements
- Work in close partnership with Chief Financial Officer to ensure compliance of reimbursement requests and spend-down of subgrant
- Oversee and coordinate timely and comprehensive monitoring activities for subgrantees, including desk reviews and site visits
- Provide proactive technical assistance to subgrantees to ensure they stay on-track and in compliance with subgrant objectives

Research on Best Practices

- Work with state authorizers to identify and research best practices in CSP expansion granting nationally
- Attend relevant conferences and convenings to stay up-to-date on national and regional best practices and research; apply these learnings to the work and partnership activities
- Collaborate with Project Director (CEO), Chief Financial Officer, and state entity partners to coordinate contract with national technical assistance provider to develop a best-in-class authorization renewal process for Washington charter schools
- Work with WA Charters team, charter schools, district partners, research partners, community-based organizations, and state entities to disseminate best practices identified throughout the course of the grant

WHO YOU ARE

WA Charters is seeking a team member that has the following essential skills and experiences:

- Bachelor's Degree in social science field strongly preferred
- Minimum 3-5 years of experience working in education desirable but not required
- Proficiency in Microsoft Office and Excel with an eye for detail
- Prior experience with grantmaking desirable but not required
- Proven ability to prioritize, balance, and complete complex projects across multiple sites simultaneously in the face of competing deadlines
- Interest in and excitement for working in a fast-paced, highly collaborative, and growing organization
- Strong and tested ability to participate effectively on teams; a collaborative management style and belief that individual differences lead to team strengths
- Growth mindset

WHAT WE OFFER

- A chance to transform Washington education
- A passionate, fun, and fast-moving, collaborative team
- Competitive salary
- Medical, dental, vision, and Rx benefits; long- and short-term disability; and life insurance (details provided upon request)
- 401(k) plan or similar retirement benefit with an employer match
- Generous PTO days and paid federal holidays

HIRING PROCESS

- To apply, please send a cover letter and resume to Constance Awenasa at constance@wacharters.org.
- The position will remain open until filled. If your skills are a match, we will contact you to schedule a phone interview, followed by an in-person interview with members of our team.

EQUAL OPPORTUNITY EMPLOYER

WA Charters is an equal opportunity employer. We will not discriminate and will take affirmative action measures to ensure against discrimination in employment, recruitment, advertisements for employment, compensation, termination, upgrading, promotions, and other conditions of employment against any employee or job applicant on the bases of race, color, gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression.

Washington State Office of Superintendent of Public Instruction

Charter Schools Program

Monitoring Report

Final Report

Prepared for the

U.S. Department of Education

Date: July 2018

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Submitted by WestEd

July 2018

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This document includes all indicators that were used for the 2016-2017 State Educational Agency (SEA) monitoring activities. These indicators were developed under the Elementary and Secondary Education Act (ESEA), as amended by No Child Left Behind Act (NCLB) (20 USC 7221-7221i). This version of the protocol has been updated based on the *Nationwide Assessment of Charter and Education Management Organizations Final Audit Report, ED-OIG/A02M0012, September 2016.*

For fiscal year 2017 and thereafter, ESEA has been amended by the Every Student Succeeds Act (ESSA), (20USC 7221-7221i). In fiscal year 2018, the indicators contained herein will be updated to reflect the ESSA language and in accordance with Charter Schools Program (CSP) priorities for monitoring of fiscal year 2017 and subsequent SE grantees.

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CONTENTS

I. Introduction 1

II. Background Information on Grantee 2

Charter Context, Structure, and Size 2

Charter Schools Program Grant 4

III. Indicator Performance Summary 5

IV. Findings 8

1. Subgrant Application and Award Process 8
2. Supporting High-Quality Charter Schools 25
3. Administrative and Fiscal Responsibilities 53
4. Oversight of Charter School and Management Organization Relationships 88

V. Appendices 96

Appendix A Data Collection Process and Methodology 96

Appendix B List of Notable Documents 98

I. INTRODUCTION

Monitoring is the regular and systematic examination of a grantee's administration and implementation of a Federal education grant, contract, or cooperative agreement administered by the U.S. Department of Education (ED). Monitoring the use of Federal funds has long been an essential function of ED. ED monitors programs under the general administrative authority of the U.S. Department of Education Organization Act. Section 80.40(e) of Education Department General Administrative Regulations (EDGAR) also permits ED to make site visits as warranted by program needs.

ED policy requires every program office overseeing discretionary or formula grant programs to prepare a monitoring plan for each of its programs. The plans are designed to link established monitoring to achieving program goals and objectives; adhering to laws, regulations, and assurances governing the program; and conforming to the approved application and other relevant documents. Each principal office monitors (1) for results; (2) to ensure compliance with the law; and (3) to protect against waste, fraud, and abuse.

The purpose of the Charter Schools Program (CSP) Monitoring Plan is to assess the extent to which grantees are implementing their approved grant projects in compliance with Charter Schools Program statutes, regulations, and guidance. The CSP monitoring objectives are threefold:

- Increase CSP fiscal and programmatic accountability at State and local levels
- Support and improve grantee capacity in carrying out the purpose of the CSP through the timely and efficient administration of Federal funds awarded under this program and other Federal education programs
- Assist grantees with the planning and implementation of high-quality charter schools

Thus, monitoring serves not only as a means for helping grantees achieve high-quality implementation of their CSP grant project, it also helps ED to be a better advisor and partner in that effort. CSP monitoring efforts are designed to focus on the results of grantees' efforts to implement critical requirements of the CSP using available resources and guidance. Information and data from grantee monitoring also assist to inform the program's performance indicators under the Government Performance Results Act.

II. BACKGROUND INFORMATION ON GRANTEE

CHARTER CONTEXT, STRUCTURE, AND SIZE

BASIC CHARTER PROVISIONS

The addition of charter schools to the education landscape in Washington State is a relatively new development. Though ballot initiatives seeking to authorize charter schools began as far back as 1996, it was not until 2012 when Initiative I-1240, establishing charter schools in Washington, was finally approved by voters. The subsequent law, 28A.710 RCW, was shortlived, however. In September 2015, the Washington State Supreme Court ruled the Charter School Act was unconstitutional as charter schools failed to meet the definition of common schools which are required to have elected boards. Given this, charter schools were required to cease operations as of December 10, 2015. For the remainder of the 2015-16 school year, some charter schools already operating became alternative learning experience (ALE) programs under the Mary Walker School District. Concurrently, charter school supporters appealed to the State legislature to clarify the language of the original bill and eliminate the constitutional concerns regarding funding for common schools. The new law, Senate Bill 6194 (E2SSB 6194), took effect on April 3, 2016 and re-enacted the prior charter school law with amendments to address the Court's ruling. It stipulated that charter schools are public schools but not common schools and therefore cannot receive State funds that are constitutionally limited to common schools. The law established funding for charter schools from the Washington Opportunity Pathways Account, a dedicated account funded from the State lottery. Charter schools resumed operating in Washington for the 2016-17 school year.

There are two types of authorizers in Washington: Local Educational Agencies (LEAs) and the Washington State Charter School Commission (Commission). Currently, there is only one LEA serving as a charter school authorizer, Spokane Public Schools. Charter schools can be startups but not public school conversions; charter schools serve as their own LEA for fiscal purposes, for the provision of special education services, and regarding compliance with other federal regulations. There is a State cap on the growth of charter schools of eight per year or no more than 40 in five years (through 2020-21 school year). If fewer than eight schools are established in any year, the balance plus up to eight additional schools may be opened the subsequent year.

Basic Components	Statute Summary
Charter Types	New starts (independent or part of a CMO)
Authorizer Types (e.g., SEA, LEA, IHE, non-profit)	LEA and statewide commission
LEA Status (e.g., own LEA or part of traditional LEA)	Own LEA
Charter Caps	No more than 8 schools per year; max of 40 in 5-year period
Other	

LAW/POLICY CHANGES SINCE GRANT APPLICATION

The initial charter school law was passed in 2012 and was ruled unconstitutional in September of 2015; all authorized schools at the time ceased operations as charter schools by December 2015. ESSB 6194 passed in April of 2016 and authorized charter schools started operations under new contracts in the 2016-17 school year. The main change in the charter school law was that charter schools are no longer considered "common schools" and are therefore not eligible for funding made available to those schools through tax levies or for facilities. This law has not changed since the grant application, but a second claim of unconstitutionality was currently under review at the time of the site visit by the Washington State Supreme Court.

Previous Law/Policy	Updated Law/Policy	Effective Date (Year or Pending)
E2SSB 6194: established that charter schools are not common schools and have dedicated and distinct funding requirements from common schools.	Court case challenging the constitutionality of this law was filed on August 3, 2016. The King County Superior Court upheld the law as constitutional on February 17, 2017, but the appeals process to the Washington State Supreme Court is still ongoing.	Pending

THE SEA CHARTER SCHOOL OFFICE STRUCTURE

The Charter Schools Program (CSP) at Washington State's Office of Superintendent of Public Instruction (OSPI) consists of three staff members. The position of Project Director is filled by the Chief Legal Officer at OSPI, who has been directing the project since the onset of the grant in fall 2016. Only a small portion of this position is paid for by the grant. The Grant Coordinator was hired in May 2017 and is a .75 full time equivalent (FTE) position, funded by the grant. The Grant Coordinator also serves in a .25 FTE position at the Washington State Charter School Commission that is funded through State monies. The grant also pays for .1 FTE of an administrative assistant's salary.

CHARTER SCHOOL SECTOR

At the time of the site visit, the State had 10 charter schools operating through two separate authorizers, with two more schools slated to open in 2018-19. In 2016-2017, public charter schools served 1,897 students, which is .17% of the total K-12 population of public school students in the state.

Major Metropolitan Areas	Number of Schools	Context Notes
Seattle-Tacoma Metro	8	Two charter management organizations (CMOs), GreenDot and Summit Public Schools, operate 6 of the charter schools in the Seattle/Tacoma metro area; the other two schools are independently operated.
Spokane	2	

Only one school has closed in Washington. The school was the first charter school authorized in the state in 2014. It operated as a tuition-free private school for many years before becoming a charter school. When the State's charter school law was found unconstitutional in 2015, rather than converting to an ALE school with the Mary Walker District, the school elected to revert to a private school again. At the time, the school was on probation with the Charter School Commission for budget issues and lack of services for protected groups.

Year	Number of Schools Closed	Reasons for Closure
2015-16	1	School reverted to private school

CHARTER SCHOOLS PROGRAM GRANT

This is OSPI's first CSP grant, totaling $6.97 million dollars to be distributed over three years. OSPI has thus far run one full subgrant competition funding one school with a planning grant. OSPI also ran a limited subgrant competition to fund schools that were already in operation, funding four additional schools as implementation grantees.

Grant Award Number	Award Period	Award Amount	Number of Subgrants Funded
U282A160017	2016-2019	$6,973,684	5 (34 projected over grant)

GRANT ADMINISTRATION ISSUES

ED did not indicate any issues with grant administration. There were five specific conditions placed on the grantee at the time of the award that are included under Indicator 3.9.

PROMISING PRACTICES AND AREAS OF CONCERN FROM PREVIOUS MONITORING

This is the first monitoring of CSP in Washington state.

III. INDICATOR PERFORMANCE SUMMARY

The following table shows the rating and recommendations for each indicator on which the grantees were monitored. The table also provides details about specific issues that affected any rating, promising practices, or some noteworthy highlights. The table is color-coded to provide a quick overview of the grantee's ability to meet the CSP grant requirements. The color-coding key is below the table.

Indicator	Rating	Recommendation	Notes (implementation issues, promising practices, noteworthy highlights)
Indicator 1.1: SUBGRANT APPLICATION DESCRIPTIONS AND ASSURANCES	Largely meets the indicator	Recommended technical assistance	The subgrant application did not include a description of the administrative relationship between the charter school and the authorizer, nor did it include a request and justification for waivers.
Indicator 1.2: ELIGIBLE APPLICANTS	Largely meets the indicator	Recommended technical assistance	The grantee did not have a procedure in place to verify that an applicant had not received another CSP grant.
Indicator 1.3: DEFINITION OF CHARTER SCHOOL	Largely meets the indicator	Recommended technical assistance	Clear guidance on the approval process for weighted lotteries was not provided to subgrantees.
Indicator 1.4: PEER REVIEW	Largely meets the indicator	Recommended technical assistance	The grantee was generally implementing its peer review process as proposed; however, reviewer training could be strengthened by providing more background about the CSP grant. Additionally, there were concerns regarding the destruction of reviewer scores during the review process.
Indicator 1.5: PROGRAM PERIODS	Largely meets the indicator	Recommended technical assistance	The grantee issued Grant Award Notifications to subgrantees that did not specify award periods. Information regarding the start and end of the CSP award was not communicated clearly to subgrantees.
Indicator 2.1: QUALITY AUTHORIZING PRACTICES	Fully meets the indicator	None	Per State law, OSPI has little authority over authorizers; however, State law requires several quality authorizing practices, including periodic review and authorizer review by the SBE.
Indicator 2.2: FLEXIBILITY AND AUTONOMY	Fully meets the indicator	None	Charter schools have flexibility and autonomy over school budget, personnel, and daily operations.
Indicator 2.3: SUBGRANTEE QUALITY	Fully meets the indicator	None	The State uses criteria to award subgrants. While authorizers have not adopted a definition of high-quality,

Indicator	Rating	Recommendation	Notes (implementation issues, promising practices, noteworthy highlights)
			they use the State's definition in evaluating charter schools. Charter applicants are required to describe a plan for outreach and engagement of at-risk schools; additionally, schools seeking CSP funding must specify how the school will identify and meet the learning needs of educationally disadvantaged students.
Indicator 2.4: PLAN TO SUPPORT EDUCATIONALLY DISADVANTAGED STUDENTS	Fully meets the indicator	None	
Indicator 2.5: SUBGRANTEE MONITORING	Largely meets the indicator	Recommended technical assistance	OSPI has developed a monitoring rubric. Implementation site visits were being planned at the time of the site visit. Monitoring of fiscal procedures was not occurring in the first year, and the grantee does not have formal procedures for resolving issues identified through monitoring.
Indicator 2.6: DISSEMINATION OF INFORMATION AND BEST PRACTICES	Partially meets the indicator	Requires technical assistance	The grantee convened charter schools to share promising practices but had not included LEAs. Other proposed dissemination activities were not yet underway.
Indicator 2.7: ASSESSMENT OF PERFORMANCE MEASURE DATA	Largely meets the indicator	Recommended technical assistance	The grantee had not developed an approach to identify and disseminate promising practices.
Indicator 3.1: STATE-LEVEL STRATEGY AND VISION	Fully meets the indicator	None	The grantee was implementing its vision and strategy as proposed, despite delays with implementation of the CSP grant.
Indicator 3.2: FEDERAL PROGRAMS INFORMATION AND FUNDING	Largely meets the indicator	Recommended technical assistance	The grantee was not informing parents and the community about the CSP grant.
Indicator 3.3: ALLOCATION OF CSP FUNDS	Fully meets the indicator	None	The grantee is adhering to grant fund limits. Administrative funds were used to pay for staff time, project travel, and a contract for board governance trainings.
Indicator 3.4: FISCAL CONTROL AND FUND ACCOUNTING PROCEDURES	Partially meets the indicator	Requires technical assistance	The grantee does not have adequate policies in place related to accounting records, budget controls, and allowable cost. Additionally, there is no written disposition of assets policy.
Indicator 3.5: USE OF CSP FUNDS	Partially meets the indicator	Requires technical assistance	Subgrantee budgets include costs in planning that are generally only allowed

Indicator	Rating	Recommendation	Notes (implementation issues, promising practices, noteworthy highlights)
			under implementation. Inadequate budget justifications were present to determine allowability for planning and implementation expenses.
Indicator 3.6: LEA DEDUCTIONS	Fully meets the indicator	None	Charter schools are their own LEA and receive funding directly from the SEA.
Indicator 3.7: TRANSFER OF STUDENT RECORDS	Partially meets the indicator	Requires technical assistance	The grantee does not have procedures in place to ensure records are transferred according to law or to intervene when problems arise. However, the education data system allowing schools immediate access to some transfer student data may be considered a promising practice.
Indicator 3.8: RECORDKEEPING	Fully meets the indicator	None	The grantee and subgrantees were following appropriate policies.
Indicator 3.9: COMPLIANCE WITH GRANT CONDITIONS	Largely meets the indicator	Recommended technical assistance	The grantee was complying with most grant conditions but did not have procedures in place to ensure that subgrantee audit reports were appropriately filed with authorizers.
Indicator 4.1: MITIGATING RISK OF CHARTER SCHOOL RELATIONSHIPS WITH MANAGEMENT ORGANIZATIONS	No Rating	Recommended technical assistance	The State has policies or procedures in place to mitigate some of the risk of charter school relationships with management organizations. The lack of explicit State policies regarding segregation of duties, related-party transactions, CMO contracts, as well as the tracking of Federal CSP funds to charter schools throughout the state may be an issue for mitigating risk.
Indicator 4.2: OVERSIGHT OF ED*FACTS* DATA COLLECTION FOR MANAGEMENT ORGANIZATIONS	No Rating	None	While ED*Facts* data for the 2016-17 school year was not yet publicly available at the time of the site visit, the grantee demonstrated that it had sufficient oversight of ED*Facts* data collection for charter schools and management organizations.

Indicator Color Coding Key
Fully meets the indicator
Largely meets the indicator
Partially meets the indicator
Does not meet the indicator

IV. FINDINGS

This section presents the monitoring team's description and assessment of the grantee's administration of the CSP grant for each indicator. Each indicator is stated, followed by detailed information of the monitoring team's observations and findings of grantee implementation. Detailed summaries are only included to explain implementation issues, non-substantive changes, and promising practices.

1. SUBGRANT APPLICATION AND AWARD PROCESS

A major function of CSP grantees is to conduct application and award processes to distribute CSP funds to subgrantees in the state, including funds for new charter school planning and implementation as well as for the dissemination of successful charter school practices. A minimum of 95 percent of each State's CSP allocation is distributed to subgrantees through this process. This section focuses on the State's requirements of subgrant applicants and its processes for evaluating, selecting, and awarding subgrants. Specifically, this section addresses the State's performance in fulfilling its responsibilities to:

- Require subgrant applicants to submit an application with Federally required descriptions and assurances
- Determine that applicants are eligible to receive CSP subgrants
- Ensure that eligible applicants meet the Federal definition of a charter school
- Employ a peer review process to evaluate subgrant applications
- Ensure CSP subgrants adhere to allowable time periods

Indicator 1.1: SUBGRANT APPLICATION DESCRIPTIONS AND ASSURANCES. The State requires each eligible applicant desiring to receive a subgrant to submit an application to the SEA that includes the descriptions and assurances required in Federal statute.

Table 1.1: SUBGRANT APPLICATION DESCRIPTIONS AND ASSURANCES		
ESEA Section 5203. Applications. **(b) Each application submitted pursuant to subsection (a) shall —** **(3) contain assurances that the State educational agency will require each eligible applicant desiring to receive a subgrant to submit an application to the State educational agency containing —**	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
(A) a description of the educational program to be implemented by the proposed charter school, including — (i) how the program will enable all students to meet challenging State student academic achievement standards; (ii) the grade levels or ages of children to be served; and (iii) the curriculum and instructional practices to be used;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(B) a description of how the charter school will be managed;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(C) a description of — (i) the objectives of the charter school, and (ii) the methods by which the charter school will determine its progress toward achieving those objectives;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(D) a description of the administrative relationship between the charter school and the authorized public chartering agency;	☒ Yes ☐ No	☐ Implementing as proposed or necessary (no additional text necessary). ☒ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below).

Table 1.1: SUBGRANT APPLICATION DESCRIPTIONS AND ASSURANCES		
ESEA Section 5203. Applications. **(b) Each application submitted pursuant to subsection (a) shall —** **(3) contain assurances that the State educational agency will require each eligible applicant desiring to receive a subgrant to submit an application to the State educational agency containing —**	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
		☐ Promising practice(s) identified (explain below). A description of the administrative relationship between the charter school and the authorizer was not included in the charter application nor in the supplemental CSP application, titled CSP RFP 2017-2018.
(E) a description of how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(F) a description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met the objectives described in subparagraph (C)(i);	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(G) a request and justification for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to the school;	☒ Yes ☐ No	☐ Implementing as proposed or necessary (no additional text necessary). ☒ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). A request for waivers was not included in the charter application or the supplemental CSP application.

Table 1.1: SUBGRANT APPLICATION DESCRIPTIONS AND ASSURANCES		
ESEA Section 5203. Applications. **(b) Each application submitted pursuant to subsection (a) shall —** **(3) contain assurances that the State educational agency will require each eligible applicant desiring to receive a subgrant to submit an application to the State educational agency containing —**	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
(H) a description of how the subgrant funds or grant funds, as appropriate, will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the Secretary;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(I) a description of how students in the community will be — (i) informed about the charter school, and (ii) given an equal opportunity to attend the charter school;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(J) an assurance that the eligible applicant will annually provide the Secretary and the State educational agency such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in subparagraph (C)(i);	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(K) an assurance that the eligible applicant will cooperate with the Secretary and the State educational agency in evaluating the program assisted under this subpart;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Table 1.1: SUBGRANT APPLICATION DESCRIPTIONS AND ASSURANCES		
ESEA Section 5203. Applications. **(b) Each application submitted pursuant to subsection (a) shall —** **(3) contain assurances that the State educational agency will require each eligible applicant desiring to receive a subgrant to submit an application to the State educational agency containing —**	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
(L) a description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with Sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(M) if the eligible applicant desires to use subgrant funds for dissemination activities under Section 5202(c)(2)(C), a description of those activities and how those activities will involve charter schools and other public schools, local educational agencies, developers, and potential developers; and	☐ Yes ☐ No ☒ Not applicable	☐ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(N) such other information and assurances as the Secretary and the State educational agency may require.	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Sources: *Final App Orientation 10.5.2017, WSCSC 2018 New Charter School Application, WSCSC 2017 New Charter School Application, Spokane Public Schools Charter RFP 2017, Final CSP RFP 2017-2018 1.1*

Indicator 1.2: ELIGIBLE APPLICANTS. The State ensures each applicant desiring to receive a subgrant meets the term "eligible applicant".

Table 1.2: ELIGIBLE APPLICANTS		
The State ensures each applicant desiring to receive a planning or implementation subgrant meets the term "eligible applicant," including:	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Ensure the school's developer has applied to an authorized public chartering authority to operate a charter school.	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
Ensure the school's developer has provided adequate and timely notice to that authority under Section 5203(d)(3).	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
Verify non-profit status of the charter holder.	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
Award not more than one grant to a school.	☒ Yes ☐ No	☐ Implementing as proposed or necessary (no additional text necessary). ☒ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The grantee did not have a procedure in place to ensure that an applicant was not the recipient of another CSP grant. Although none of the subgrantees had another CSP grant, the concern

Table 1.2: ELIGIBLE APPLICANTS		
The State ensures each applicant desiring to receive a planning or implementation subgrant meets the term "eligible applicant," including:	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
		is that a procedure to verify this had not been established.
For dissemination applicants: ensure the charter school has been in operation for at least 3 consecutive years and has demonstrated overall success, including— (i) substantial progress in improving student academic achievement; (ii) high levels of parent satisfaction; and (iii) the management and leadership necessary to overcome initial start-up problems and establish a thriving, financially viable charter school.	☐ Yes ☐ No ☒ Not applicable	☐ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
For replication or expansion applicants: ensure the charter school is high-quality, including— (i) evidence of strong academic results; (ii) no significant issues with student safety, financial and operational management, or statutory or regulatory compliance; (iii) demonstrated success in significantly increasing student academic achievement for all students; (iv) demonstrated success in increasing student academic achievement for each of the subgroups of students as defined in section 1111(c)(2) of the ESEA, and ensure the charter school has not received more than one subgrant under CSP for a five-year period, unless demonstrating at least three years of improved educational results for students enrolled in such charter school.	☐ Yes ☐ No ☒ Not applicable	☐ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Sources: *Final CSP RFP 2017-2018 1.1, WSCSC 2018 New Charter School Application, WSCSC 2017 New Charter School Application*

Indicator 1.3: DEFINITION OF CHARTER SCHOOL. The State ensures each eligible applicant meets the term "charter school".

Table 1.3A: DEFINITION OF CHARTER SCHOOL		
ESEA Section 5210. DEFINITIONS. **(1) CHARTER SCHOOL- The term 'charter school' means a public school that —**	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
(A) in accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(B) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(C) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(D) provides a program of elementary or secondary education, or both;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(E) is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary).

Table 1.3A: DEFINITION OF CHARTER SCHOOL		
ESEA Section 5210. DEFINITIONS. **(1) CHARTER SCHOOL- The term 'charter school' means a public school that —**	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
with a sectarian school or religious institution;		☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(F) does not charge tuition;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(G) complies with: the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(H) is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The grantee was ensuring schools adhered to this definition but the site visit team did find issues related to clarity of guidance surrounding weighted lotteries. See Table 1.3B below for additional detail.
(I) agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary).

Table 1.3A: DEFINITION OF CHARTER SCHOOL		
ESEA Section 5210. DEFINITIONS. **(1) CHARTER SCHOOL- The term 'charter school' means a public school that —**	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
specifically waived for the purpose of this program;		☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(J) meets all applicable Federal, State, and local health and safety requirements;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(K) operates in accordance with State law; and	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(L) has a written performance contract with the authorized public chartering agency in the state that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Sources: *Final CSP RFP 2017-2018, Summit Sierra New Contract Final 06022016, Chapter 28A.710 RCW, Summit Atlas Charter Contract Final 06022016, SLA Contract May 2016, SpokaneCharterAuthorizerApplication*

Table 1.3B: DEFINITION OF CHARTER SCHOOL – Lottery and Enrollment Processes. Detailed Information	
Approach to ensuring that lotteries and enrollment practices at all funded schools meet Federal guidelines.	**Provide detailed narrative about the grantee's current approach.**
How lotteries for admission to charter schools will be conducted in the State, including student enrollment preferences or exemptions. The application indicates that a school will be required to describe its lottery process in the new school application. The application also cites the Charter School Act (ESSB 6491), which states that if capacity is insufficient to enroll all students who apply to a charter, the charter school must grant an enrollment preference to siblings of enrolled students, with any remaining enrollments allocated through a lottery.	Washington state law (28A.710.050) states that if capacity is insufficient to enroll all students who apply to a charter school, the charter school must grant an enrollment preference to siblings of enrolled students, with any remaining enrollments allocated through a lottery. The grantee provided information about the lottery through the Commission's New Charter School Application, the New Charter School Application orientation, the 2017 CSP RFP, and through one-on-one communication with applicants.
Use of weighted lottery (if applicable). The application stated that a charter school may offer, pursuant to an admissions policy approved by the Commission, a weighted lottery enrollment preference for at-risk students or to children of full-time employees of the school if the employee's children reside within the state.	State law (28A.710.050) indicates that a charter school may offer, pursuant to an admissions policy approved by the Commission, a weighted enrollment preference for at-risk students or for children of full-time employees of the school if the employees' children reside within the state. Guidance regarding the weighted lottery was communicated in the New Charter School Application. If interested in using a weighted lottery, applicants should include a description of their proposed weighted enrollment preference for at-risk students or children of full-time employees of the school. For applicants interested in applying for CSP funding, the CSP RFP 2017-2018 states that charter schools eligible to apply for subgrant funding may not use a weighted lottery system at the outset. The Request for Proposals (RFP) then states that in the event a subgrant recipient chooses to establish a weighted lottery system during its funding cycle, the school must submit a proposal that is consistent with State and Federal regulations and receive approval before implementing any weighted lottery in order to remain eligible for subgrant renewal. Currently, one subgrantee is using a weighted lottery for children of staff which was approved by ED in January 2018.
Use of automatic enrollment of students from affiliated charter schools (if applicable).	N/A
Mechanisms that exist for the SEA or authorizers to review, monitor, or approve lotteries or student enrollment preferences or exemptions from the lottery.	State law (28A.710.050) indicates that the Commission, which authorizes four of the five subgrantees in the state, has the authority to approve lotteries or student enrollment preferences. However, there were not clear processes in place for reviewing these requests. One subgrantee submitted a

Table 1.3B: DEFINITION OF CHARTER SCHOOL – Lottery and Enrollment Processes. Detailed Information	
Approach to ensuring that lotteries and enrollment practices at all funded schools meet Federal guidelines.	**Provide detailed narrative about the grantee's current approach.**
	request to the grantee to use a weighted lottery for English learners and children of staff. The request had been approved by the district authorizer. OSPI then submitted the request to ED. While awaiting ED's approval, OSPI discovered that, according to Washington's Charter School Act, the subgrantee must actually request approval from the Commission and not its local district authorizer. The Commission denied the subgrantee's request for a weighted lottery for English learners due to other State legal requirements. Therefore, the grantee withdrew its request to ED for the subgrantee's weighted lottery of English learners, and instead sought and gained approval from ED to use a weighted lottery for children of staff and students qualifying for free or reduced price lunch.
Other	

Sources: *Chapter 28A.710 RCW, Final CSP RFP 2017-18, WSCSC 2018 New Charter School Application, WSCSC 2017 New Charter School Application, WSCSC 2015 New Charter School Application, Email from ED subject Waiver Approval SIA 1.25.18, Email correspondence between grantee and ED Program Officer, subject headings: Weighted Lottery Special Conditions & CSP Weighted Lottery Checklist, CSP Weighted Lottery Request, 10.18.16 – 11.30.16*

Indicator 1.4: PEER REVIEW. The State uses a peer review process to review and select applications for assistance under this program.

Table 1.4: PEER REVIEW		
Elements of the State's peer review process.	**Implementation Issue?**	**Detailed Information – Describe components of peer review process. Add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Identification and notification to peer reviewers: The approved CSP application stated that the Project Director will identify CSP staff or knowledgeable OSPI staff to be an evaluator on the authorizer's new school application evaluation team for the three years of the CSP grant. The application did not specify how it will notify peer reviewers. ☐ Not specified in application	☐ Yes ☒ No	The identification and notification to peer reviewers has been led by the Commission as the review for CSP subgrant awards happens in tandem with new charter reviews for Commission-authorized schools. The Commission reported that it issues a request for qualifications every two years. The most recent solicitation for peer reviewers (in 2017), who the grantee refers to as evaluators, was issued by OSPI on behalf of the Commission. The solicitation was available on the OSPI website and the Department of Enterprise Services, Washington Electronic Business Solution (WEBS) Procurement website. Similarly, for Spokane Public Schools (SPS), the district authorizer, the review of CSP applicants happens in conjunction with new charter reviews. SPS assembles a team primarily from within the district, asking personnel individually to serve as reviewers. For external members, SPS utilizes recommendations from the National Association of Charter School Authorizers (NACSA).
Composition and qualifications of peer reviewers: The approved CSP grant application stated that OSPI will use the same persons who review the charter applications to also review these for CSP subgrants. The CSP grant Project Director will designate the necessary CSP staff or knowledgeable OSPI staff to be an evaluator(s) on the authorizer's new school application evaluation team(s) for the three years of the CSP grant. The application did not specify the number of reviewers or any additional details regarding their qualifications. ☐ Not specified in application	☐ Yes ☒ No	The solicitation for charter application reviewers issued by the Commission in 2017 stated that the Commission's goal is to select between six and ten Washington-based and four to six national evaluators. The minimum qualifications listed in the solicitation were: 1) licensed to do business in the State of Washington. If not licensed, they must provide a written intent to become licensed within 30 days of being selected; 2) knowledge of and experience in school finance, educational programs, student achievement, culturally responsive education systems/school climate, board governance, school operations, special populations and/or charter school oversight; and 3) knowledge of and experience in evaluating charter school applications and/or other evaluation processes. The solicitation also stated that the actual number of cadre members engaged for each solicitation will depend on the total number of new charter school applications

Table 1.4: PEER REVIEW		
Elements of the State's peer review process.	**Implementation Issue?**	**Detailed Information – Describe components of peer review process. Add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
		submitted and that move forward after the completeness review. Reviewer applicants to the Commission are required to complete the evaluation cadre members qualifications form, which asks them to address topics such as their understanding of charter schooling and its role in strengthening public education, experience evaluating charter school applications, and experience in education programs and student achievement, as well as their understanding of culturally responsive education systems. In the case of SPS, the district assembles a team of six to seven reviewers. SPS was currently in the process of forming a review team at the time of the site visit. They had secured participation from four SPS staff, one from the Department of Innovation and Charter Schools and three from accounting or finance offices. The CSP Grant Coordinator will serve as a fifth reviewer. They were actively seeking an external sixth reviewer who has prior experience working with NACSA or other organizations to review charter applications. The previous review team was comprised of individuals with a similar mix of skills.
Reviewer guidance and training: The approved CSP grant application stated that the Commission provides full-day trainings and half-day webinars for the scoring evaluators of the subgrant application, which is embedded in the charter school application. ☐ Not specified in application	☐ Yes ☒ No	The Commission's 2017 solicitation indicated that reviewers would be expected to attend an online evaluator webinar, approximately 180 minutes in length. The Commission confirmed it provided training to reviewers, including how to use the 58-page evaluation rubric covering the 30 sections charter applicants are reviewed against. Part of the training included sample questions the reviewers discussed and came to consensus on as part of a norming process. Reviewers were trained to rate CSP subgrant applicants on two components in Section 30: 1) subgrant goals and objectives, and 2) subgrant budget and narrative. Aside from the CSP scoring training, there did not appear to be formal training on the goals, aims, and requirements of the CSP grant. SPS was in the process of convening its first peer review panel that would also rate CSP

Table 1.4: PEER REVIEW		
Elements of the State's peer review process.	**Implementation Issue?**	**Detailed Information – Describe components of peer review process. Add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
		applications. The reviewer training was still in development at the time of the visit, but SPS and the grantee indicated the training would utilize a similar approach to the training Commission reviewers received.
Use of peer reviews to select applications for funding: The approved CSP grant application stated that evaluators will use the Request for Proposals Application Rubric to determine the quality of a charter school application. It also stated that the application evaluators must objectively review the scores for each section of a category in order to provide an overall score for each of the application categories. To receive a recommendation for approval, applications must maintain a "Meets" rating in all categories. The CSP application did not indicate specifically how peer reviews will be used to select applications for CSP funding. ☐ Not specified in application	☐ Yes ☒ No	The Commission and SPS use similar processes for determining which applicants to recommend for a charter. Both have reviewers score the application independently on a four-point scale (the Commission's scale ranges from "Does Not Meet" to "Exceeds", while SPS's ranges from "Falls Far Below the Standard" to "Meets the Standard"). Reviewers meet to discuss their ratings; a capacity interview is then held with the applicant. Finally, Commission reviewers revise and submit their final scores while SPS reviewers meet as a group to come to consensus on ratings. OSPI grants subawards to schools issued charters by their authorizers and that reviewers indicate have met the standard for the CSP portion of the rubric. During the first cycle of CSP funding in 2017, the charter application did not contain all of the elements required for CSP funding; additionally, several applicants were not applying for new charters as they were approved prior to the 2015 shut down. The grantee created a supplemental CSP RFP to obtain this information. The Grant Coordinator was the sole reviewer of the supplemental RFP for the subgrantees funded at the time of the visit. The grantee has since ensured all information necessary for the CSP competition is included in the charter application and will utilize the peer review processed described above going forward.
Other:	☒ Yes ☐ No	During the charter application process, reviewers' scores and comments are destroyed after they are used by a staff person at the Commission to construct the charter recommendation report. This is permissible under Washington law; however, this raises concerns regarding recordkeeping and the transparency of the CSP peer review process.

Sources: *WSCSC Solicitation 2018-14 Evaluator Pool, WSCSC Exhibit A – Member Qualifications, WSCSC 2018 Evaluator Cadre Rubric 8.11.17, Spokane International Academy Recommendation 2014, WSCSC 2018 Application Evaluation Rubric FINAL*

Indicator 1.5: PROGRAM PERIODS. CSP subgrants awarded by the State do not exceed the maximum program periods allowed.

Table 1.5: PROGRAM PERIODS		
CSP subgrants awarded by the State do not exceed the maximum program periods allowed of:	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Award not more than 36 months, of which the eligible applicant may use —	☒ Yes ☐ No	☐ Implementing as proposed or necessary (no additional text necessary). ☒ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The grantee identified in advance of the site visit that they were not allowing subgrantees access to grant funds for the full project period (one year for planning or up to two years for implementation). The grantee is currently resolving this issue with ED. Additionally, the Grant Award Notifications (GANs) issued to the five subgrantees did not specify award periods. While the RFP makes clear that the planning subgrant is for one year and the implementation subgrant is for up to two years, there is no formal documentation of the program period in the GANs. It is not expected that any of the current subgrantees will go beyond the 18 months for planning, 24 months for implementation or the overall 36 months for the entire CSP grant. However, the lack of award periods on GANs could make it difficult for the grantee to enforce these time limits.
(A) not more than 18 months for planning and program design;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Table 1.5: PROGRAM PERIODS		
CSP subgrants awarded by the State do not exceed the maximum program periods allowed of:	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
(B) not more than 24 months for the initial implementation of a charter school; and	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(C) not more than 2 years (24 months) to carry out dissemination activities described in Section 5204(f)(6)(B).	☐ Yes ☐ No ☒ Not applicable	☐ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Sources: *Summit Sierra GAN, Summit Olympus GAN, Summit Atlas GAN, Summit Atlas GAN Update, SLA GAN, Impact PSE GAN, Email with ED 2.5.18*

2. SUPPORTING HIGH-QUALITY CHARTER SCHOOLS

One of the key goals of the CSP is to support and encourage the development of high-quality charter schools. To do so, the SEA needs to establish policies and practices that promote high-quality charter schools. This section focuses on how the SEA furthers high-quality in authorizing practices and authorizer oversight, charter school flexibility and autonomy, subgrant assessment and awards, supporting educationally disadvantaged students, subgrantee monitoring, dissemination of best or promising practices, and assessing progress toward its own application objectives. It includes seven indicators that cover the State's role in:

- Providing for quality authorizer practices, including authorizer oversight and monitoring
- Affording charter schools a high degree of flexibility and autonomy
- Awarding CSP subgrants on the basis of the quality of the applications
- Assisting educationally disadvantaged students
- Monitoring subgrantee achievement of project objectives
- Disseminating information and best practices of charter schools
- Demonstrate appropriate data collection and interpretation strategies to report its application performance measures.

Indicator 2.1: QUALITY AUTHORIZING PRACTICES. State laws, regulations, or other policies provide for quality authorizing practices. The SEA monitors and holds accountable the authorized public chartering agencies in the State so as to improve the capacity of those agencies to authorize, monitor, and hold accountable charter schools.

Table 2.1A: QUALITY AUTHORIZING PRACTICES – Periodic Review, Evaluation, and Oversight of Charter Schools		
Periodic review, evaluation, and oversight of charter schools.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
The State provides for periodic review and evaluation by the authorized public chartering agency of each charter school at least once every five years, unless required more frequently by State law. State law requires review every five years. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
The State takes steps to ensure that the periodic review and evaluation at least once every five years takes place. ☒ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). Although none of the subgrantee charter schools has been in operation for five years yet, State law requires authorizers to submit annual reports to the State Board of Education on the status of their schools. Annual reports include information on the academic performance of each charter school as well as fiscal performance and organizational performance, per the three performance frameworks used in the state.
The review and evaluation serve to determine whether the charter school is meeting the terms of the school's charter and meeting or exceeding the student academic achievement requirements and goals for charter schools as set forth in the school's charter or under State law, a State	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below).

Table 2.1A: QUALITY AUTHORIZING PRACTICES – Periodic Review, Evaluation, and Oversight of Charter Schools		
Periodic review, evaluation, and oversight of charter schools.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
regulation, or a State policy, provided that the student academic achievement requirements and goals for charter schools established by that policy meet or exceed those set forth under applicable State law or State regulation. Charter school review is done using three Performance Frameworks: Academic, Operational, and Financial frameworks. These were created by the Commission in collaboration with NACSA and adapted by Spokane Public Schools. ☐ Not specified in application		☐ Promising practice(s) identified (explain below). Authorizers submit annual reports to the State Board of Education showing the performance of their portfolio of charter schools on the three frameworks.
This periodic review and evaluation must include an opportunity for the authorized public chartering agency to take appropriate action or impose meaningful consequences on the charter school, if necessary. For each framework measure, a charter school receives one of four ratings: *Exceeds Standard*, *Meets Standard*, *Does Not Meet Standard*, or *Falls Far Below Standard.* The ratings are used by the authorizer to make decisions involving corrective action, renewal, modification, revocation, and/or termination of a charter school. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
Each charter school operates under a legally binding charter or performance contract between itself and the school's authorized public chartering agency that describes the rights and responsibilities of the school and the authorizer. State law requires a charter contract to be executed between the authorizer	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Table 2.1A: QUALITY AUTHORIZING PRACTICES – Periodic Review, Evaluation, and Oversight of Charter Schools		
Periodic review, evaluation, and oversight of charter schools.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
and the school's governing board within ninety days after a charter application is approved. The charter contract must clearly set forth the academic and operational performance expectations and measures by which the charter school will be evaluated and the administrative relationship between the authorizer and charter school, including each party's rights and duties. ☐ Not specified in application		
Charter schools conduct annual, timely, and independent audits of the school's financial statements that are filed with the school's authorized public chartering agency. Annually, each charter school is required to undergo two audits, an independent financial audit of the nonprofit and an accountability and financial statement audit by the Washington State Auditor's Office. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
Charter schools are held accountable to demonstrate improved student academic achievement. All charter schools in Washington are subject to the same performance improvement goals adopted by the SBE. The Academic Performance Framework includes indicators for: (a) student academic proficiency; (b) student academic growth; (c) achievement gaps in both proficiency and growth between major student subgroups; (d) attendance; (e) recurrent enrollment from year to year; (f) graduation rates and postsecondary readiness, for high schools. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Table 2.1A: QUALITY AUTHORIZING PRACTICES – Periodic Review, Evaluation, and Oversight of Charter Schools		
Periodic review, evaluation, and oversight of charter schools.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
All authorizers use student academic achievement for all groups of students as one of the most important factors when determining to renew or revoke a school's charter. Per State law, an authorizer may not renew a charter contract if, at the time of the renewal application, the charter school's performance falls in the bottom quartile of schools on the Washington Achievement Index developed by the SBE under RCW 28A.657.110. (ESSB 6194, Sec. 120). ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
The SEA monitors and holds accountable authorized public chartering agencies, so as to improve the capacity of those agencies to authorize, monitor, and hold accountable charter schools. (See Table 2.2c for detailed options.) State law tasks the SBE with overseeing the performance and effectiveness of all authorizers approved under RCW 28A.710.090.5. If an authorizer's portfolio of charter schools is chronically underperforming or the authorizer is deemed to fall short of nationally recognized quality authorizing practices, the SBE can revoke authorizing authority and transfer the authorizer's charter schools to another authorizer in the state. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Sources: *Chapter 108-10 WAC_ INTRODUCTION 2.1; Chapter 108-20 WAC_ APPLICATION 2.1; Chapter 108-30 WAC_PERFORMANCE FRAMEWORK 2.1; Chapter 108-40 WAC_ CHARTER SCHOOL OVERSIGHT AND CORRECTIVE ACTION POLICY, RENEWAL AND NONRENEWAL POLICY, REVOCATION POLICY, AND TERMINATION PROTOCOL 2.1; Chapter 108-50 WAC_ PUBLIC RECORDS 2.1; SBE EvaluationRubrics_Oct2013; SPS Financial Framework – final; SPS Organizational Framework - final 2.18.15; WSCSC_PF_Acad Frmk Final.05102017*

Table 2.1B: QUALITY AUTHORIZING PRACTICES – Oversight of Authorizers		
Oversight of authorized public chartering agencies.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Oversight of authorized public chartering agencies – 1) The SEA ensures that authorized public chartering agencies are approving charter petitions that incorporate evidence-based school models; The New Charter School Application used by the Commission and SPS includes a section on evidence-based school models and practices, a description of how the school will address diversity in terms of race, ethnicity, and educationally disadvantaged students. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
2) The SEA ensures that authorized public chartering agencies are establishing measurable academic and operational performance expectations for all charter schools that are consistent with the State's definition of a high-quality charter school; Per State policy, authorizers establish measurable academic and operational performance expectations for charter schools that are consistent with the definition of high-quality charter schools: increased student achievement; graduation requirements; post-secondary enrollment; evidence of closing the achievement gap in each of the subgroups including educationally disadvantaged students; and, attendance retention rates. ☐ Not specified in application	☐ Yes ☒ No	☐ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☒ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). ED initially approved the State's CSP application conditionally, requiring a definition of high-quality. The State has fulfilled this requirement. Authorizers have not yet adopted a definition of a high-quality charter school. However, they use performance frameworks aligned to the State's definition of high quality and have specific measures for increased student achievement, graduation rates, post-secondary enrollment, evidence of closing the achievement gap in each of the subgroups, including educationally disadvantaged students, and attendance retention rates.
3) The SEA ensures that authorized public chartering agencies are providing public reports on the performance of their portfolios of charter schools on an annual basis;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below).

Table 2.1B: QUALITY AUTHORIZING PRACTICES – Oversight of Authorizers		
Oversight of authorized public chartering agencies.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Per State law, the SBE must issue a report by December 1st of each year on the performance of the State's charter schools during the preceding school year to the Governor, the legislature, and the public at large. ☐ Not specified in application		☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
4) The SEA ensures that authorized public chartering agencies are supporting charter school autonomy; Charter school autonomy is ensured through the performance frameworks that specify outputs rather than inputs. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
5) The SEA ensures that authorized public chartering agencies are seeking and approving charter school petitions from developers with the capacity to create high-quality charter schools; The New Charter School Application process involves a full-day training for potential applicants provided by the Commission. Developers who apply for a charter also go through a half-day capacity interview during the review process that includes a performance task and public forums to obtain community input and ensure high-quality. Additionally, the Washington State Charter Schools Association, a non-State entity, offers a school incubation program to help potential school leaders and communities partner to develop high-quality school models. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). SPS hosts a webinar for applicants who submit a Note of Intent to apply; the webinar provides information about the application evaluation process. SPS conducts capacity interviews with all applicants.
6) The SEA ensures that authorized public chartering agencies are monitoring their charter schools on at least an annual basis;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary).

Table 2.1B: QUALITY AUTHORIZING PRACTICES – Oversight of Authorizers		
Oversight of authorized public chartering agencies.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
State law requires charter authorizers to submit an annual report to the SBE that shows they are monitoring their charter schools on indicators in the Academic, Operational, and Financial Performance Frameworks (RCW 28A.80.19.210) ☐ Not specified in application		☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
7) The SEA ensures that authorized public chartering agencies are basing renewal decisions on a comprehensive set of criteria which are set forth in the charter or performance contract; and revoking, not renewing, or encouraging the voluntary termination of charters held by *academically poor-performing charter schools*; Per statute, authorizers determine whether each charter contract merits renewal, nonrenewal, or revocation based on a review of the performance and legal compliance of the schools including academic performance goals and student achievement (RCW 28A.710.100). Per statute, a charter contract may not be renewed if, at the time of the renewal application, the charter school's performance falls in the bottom quartile of schools on the SBE Achievement Index under RCW 28A.657.110. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
8) The SEA ensures that authorized public chartering agencies are ensuring the continued accountability of charter schools during periods of transition to new State standards and assessments. The SBE and OSPI developed the Washington State Achievement Index (AI) based on statewide assessments,	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Table 2.1B: QUALITY AUTHORIZING PRACTICES – Oversight of Authorizers		
Oversight of authorized public chartering agencies.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
which will be revised to align with new ESSA standards. ☐ Not specified in application		

Sources: *2017 SBE Annual CS Report, 2017 Spokane Authorizer Report, 2017 WSCSC Authorizer Report, Spokane Public Schools Charter RFP 2017 1.1, WSCSC 2018 New Charter School Application, CSP Webinar for 2018 Applicants 10.25.17 1.1, Final-App-Orientation-10.5.2017 1.1, FINAL CSP RFP 2017-18 1.1, WSCSC 2018-Application-Evaluation Rubric.FINAL _1.4*

Table 2.1C: QUALITY AUTHORIZING PRACTICES – Authorizing and Monitoring		
High-quality authorizing and monitoring processes (as applicable based on content in approved grant application).	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
High-quality authorizing and monitoring processes – All authorized public chartering agencies in the State use one or more of the following: 1) Authorizing processes that establish clear criteria for evaluating charter applications. The New Charter School Application process for the Commission and SPS includes an Application Scoring Rubric to evaluate charter applications. Applicants are required to reference the Evaluation Rubric when preparing their proposals to ensure that the responses address all of the evaluation criteria.	☐ Yes ☒ No ☐ Not applicable	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
2) Authorizing processes that include differentiated review of charter petitions for charter developers with one or more high-quality charter schools. The Commission and SPS require applicants who already operate one or more schools (including CMOs and EMOs) to complete an additional section of the application that provides a detailed description of the organization's capacity and business	☐ Yes ☒ No ☐ Not applicable	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Table 2.1C: QUALITY AUTHORIZING PRACTICES – Authorizing and Monitoring		
High-quality authorizing and monitoring processes (as applicable based on content in approved grant application).	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
plans to support anticipated growth Both authorizers require applicants to submit school profile information for each of the organization's existing schools and disclose any schools that have been closed or non-renewed or charters that have been revoked. The application rubric includes a section to review existing charter operators on these elements.		
3) Clear and specific standards and formalized processes that measure and benchmark the performance of the authorizer and provide for the annual dissemination of information on such performance; Per State law, the SBE evaluates the performance of authorizers through NACSA's established principles and standards for quality charter authorizing which the SBE uses to determine renewal or revocation of the authorizer's status and ability to serve as an authorizer in the state.	☐ Yes ☒ No ☐ Not applicable	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The SBE publishes the annual authorizer reports on its website and issues a report on the performance of the State's charter schools during the preceding school year to the Governor, the Legislature, and the public.

Sources: *SBE EvaluationRubrics_Oct2013, 2017 SBE Annual CS Report, 2017 Spokane Authorizer Report, 2017 WSCSC Authorizer Report, Chapter 108-20 WAC_ APPLICATION 2.1, Chapter 108-30 WAC_ PERFORMANCE FRAMEWORK 2.1, WSCSC 2018-Application-Evaluation-Rubric.FINAL_1.4*

Indicator 2.2: FLEXIBILITY AND AUTONOMY. The SEA affords a high degree of flexibility and autonomy to charter schools.

Table 2.2: FLEXIBILITY AND AUTONOMY		
Areas for charter school flexibility and autonomy.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Budget/Expenditures: Per State law, charter schools have the flexibility to set their school budget. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
Personnel: Per State law, charter schools have the autonomy to hire and fire teachers and staff. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
Daily Operations: The application referenced a charter school's flexibility and autonomy in determining their mission, vision, and educational program/curriculum, including offering a longer school day and school year and establishing standards for student behavior. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Sources: *Chapter 28A.710 RCW 1.2, WAC 392-123-0795_ Review of public charter school budgets*

Indicator 2.3: SUBGRANTEE QUALITY. The SEA awards grants to eligible applicants on the basis of the quality of the applications submitted.

Table 2.3A: SUBGRANTEE QUALITY		
SEA efforts to award grants on the basis of quality.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
The SEA has criteria for subgrantee and application quality to assess CSP applicants and award subgrants: CSP subgrant applications are assessed in conjunction with the charter application through an application rubric that includes ratings for: educational program design and capacity; operations plan and capacity; and financial plan and capacity. ☐ Not specified in application	☐ Yes ☒ No	☐ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☒ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). Once OSPI was awarded a grant, they added a CSP section (Section 30) to the 2017 application that covered the elements of subgrant goals and objectives, subgrant budget and narrative, and overall application quality. Charter applicants pursuing CSP funding are required to complete this option section. Reviewers assess Section 30 using the ratings of "Does not Meet", "Partially Meets", "Meets", and "Exceeds". After using the RFP in 2017, OSPI realized through work with ED and technical assistance provided by the National Charter School Resource Center that required CSP elements were missing, including a description of how the school will sustain operations post-CSP funding and the management plan for the school. OSPI revised Section 30 to include these items for the 2018 application cycle.
How the SEA uses these criteria to review and award CSP subgrant applications: The application noted that the New School Application and CSP subgrant application is not a competitive process since the State has not met its cap of eight new schools per year for a maximum of 40 schools in a five-year period. In order to receive a recommendation for approval, applications must score a "meets" rating in all categories	☐ Yes ☒ No	☐ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☒ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). Application quality is assessed through the charter application review process; applications that receive a "meets" ranking for each criterion are approved to open. Successful charter applicants are deemed qualified for a CSP

Table 2.3A: SUBGRANTEE QUALITY		
SEA efforts to award grants on the basis of quality.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
☐ Not specified in application		subgrant if they also receive a "meets" ranking for Section 30 of the application, which specifies goals and objectives of the CSP grant. An OSPI administrator works with subgrantee applicants to revise the CSP portion of their applications (section 30) to enhance their goals and objectives. Also, the SEA heavily relies on the authorizers to approve charter applications and then deems successful charter applicants qualified for a subgrant; applications that receive a "meets" ranking for each criterion are approved.
The SEA demonstrates a high-quality process to determine the quality of the CSP applicant and application, including considering the review of the applicant during the charter authorization process (i.e. use of rubrics, hearings, rigor). The application noted that OSPI reviews CSP subgrant applications in conjunction with the authorizers' review of applications for new schools. Applicants complete optional CSP subgrant criteria on the New School Application, indicating if they are applying for a three-year planning and implementation grant or the two-year implementation grant. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
The State uses the Federal definition of *academically poor-performing charter school* or an alternative definition that is at least as rigorous and as noted in the approved grant application. ☒ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The grantee's application noted they use academic performance as one of the most important factors for closing poor-performing charter schools; however, it did not explicitly

Table 2.3A: SUBGRANTEE QUALITY		
SEA efforts to award grants on the basis of quality.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
		define what constituted a poor-performing charter school. One of the specific conditions for OSPI's grant was to provide ED with a definition of academically poor-performing charter school to be used with the grant and justification for how the definition was at least as rigorous as the Federal definition provided in the FY 2016 NIA. OSPI has clarified that they use a definition of academically poor-performing charter school that is in line with the ED definition. Namely, a poor-performing school is one that has (1) been in operation for at least three years, (2) been identified as being in the lowest performing five percent of all schools in the state and has failed to improve school performance based on Washington's accountability system, and (3) has failed to demonstrate student academic growth of at least an average of one grade level for each cohort of students in each of the past three years, as demonstrated by statewide or other assessments approved by the school's authorizer. In practice, the State uses a more rigorous definition as authorizers may not under State law renew charters who fall in the bottom quartile of schools on the Washington Achievement Index at the time of renewal.
The State uses the Federal definition of *high-quality charter school* or an alternative definition that is at least as rigorous and as noted in the approved grant application. ☒ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The grantee did not explicitly define what constituted a high-quality charter school in their application. One of the specific conditions for OSPI's grant was to provide ED with the definition that would be used with the grant and justification for how the definition was at least as rigorous as the Federal definition provided in the FY 2016 NIA. OSPI has submitted and received approval for the definition that under State law, a

Table 2.3A: SUBGRANTEE QUALITY		
SEA efforts to award grants on the basis of quality.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
		high-quality charter school is defined as a charter school that meets or exceeds the performance provisions in the charter contract set for each school (RCW 28A.710.170).

Sources: *WSCSC 2018 New Charter School Application, WSCSC 2018-Application-Evaluation-Rubric.FINAL_1.4, Definition High-Quality and Low Performing*

Table 2.3B: SUBGRANTEE QUALITY – Use and monitoring of definitions of academically poor-performing and high-quality charter schools	
Usage and monitoring of definitions for *academically poor-performing* and *high-quality charter schools*.	**Provide detailed narrative about the grantee's current approach.**
How and for what purposes does the State use the definition of academically poor-performing charter school?	The State has developed an Intervention Protocol as a result of a poor-performing charter school; this protocol has a series of steps to be used by the authorizer in the case of poor performance. Renewal decisions are based on the definition of poor-performing charter schools: per State law, an authorizer may not renew a charter contract if, at the time of the renewal application, the charter school's performance falls in the bottom quartile of schools on the Washington Achievement Index developed by the State Board of Education under RCW 28A.657.110. (ESSB 6194, Sec. 120).
How and for what purposes does the State use the definition of high-quality charter school?	Annual performance targets are set by each charter school in conjunction with its authorizer that are aligned with the State's definition of high-quality.
How does the State monitor subgrantees and other charter schools to determine whether they are academically poor-performing or high-quality?	Charter schools are deemed academically poor-performing or high-quality authorizers through the use of the performance framework which is aligned with the State's definition of high-quality.

Sources: *Definition High-Quality and Low Performing*

Indicator 2.4: PLAN TO SUPPORT EDUCATIONALLY DISADVANTAGED STUDENTS. The State is supporting educationally disadvantaged students as noted in the approved grant application.

Table 2.4: EDUCATIONALLY DISADVANTAGED STUDENTS		
Quality of the plan to support educationally disadvantaged students.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
The SEA's charter school program assists students, particularly educationally disadvantaged students, in meeting and exceeding State standards. The application noted that CSP subgrant applications need to specify how the charter school will identify and meet the learning needs of educationally disadvantaged students including those who are economically disadvantaged, qualify for special education, English Learners, students not meeting minimum standards of academic proficiency, students who are at risk of dropping out of high school, students in chronically low-performing schools, students with higher than average disciplinary sanctions, and students with lower participation rates in advanced or gifted programs. ☐ Not specified in application	☐ Yes ☒ No	☐ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☒ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). Charter applications include a section for describing how the charter school will meet the needs of educationally disadvantaged students. Although the RFP described multiple ways CSP funds can be used to meet the needs of disadvantaged students, OSPI does not require the subgrantees to use CSP funds for this purpose; instead, it can be part of the school's general operating budget.
The SEA encourages charter schools to incorporate policies and practices that focus on increasing student-body diversity. The application noted that charter school applicants are required to describe a plan for outreach and engagement of at-risk students that is culturally inclusive and provides for equal access to all students and families, including access to school enrollment and recruitment events. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Table 2.4: EDUCATIONALLY DISADVANTAGED STUDENTS		
Quality of the plan to support educationally disadvantaged students.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
The SEA has a plan to monitor all charter schools to ensure compliance with Federal and State laws, particularly laws related to educational equity, nondiscrimination, and access to public schools for educationally disadvantaged students. The application reported that OSPI would analyze and post charter school suspension and expulsion data and attendance data in the same manner as it reports all other school and district indicator data on the OSPI website. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Sources: *Student Demographic Data, Washington State Report Card SLA SPS, Sierra Report Card, Olympus Report Card, SLA Complete Application (All Sections), WSCSC 2015 New Charter School Application*

Indicator 2.5: SUBGRANTEE MONITORING. The SEA monitors subgrantee projects to assure approved grant and subgrant objectives are being achieved.

Table 2.5: SUBGRANTEE MONITORING		
Elements of subgrantee monitoring.	**Implementation Issue?**	**Detailed Information – Describe components of subgrantee monitoring process. Add text to indicate promising practices, specific implementation issues, or changes to proposed activities**
Regularly monitor subgrantee projects (e.g., schedule for on-site and/or desk monitoring): The application included a schedule of fiscal monitoring and programmatic monitoring as performance measures. This included quarterly review of draw-downs of CSP funds, mid-year desk reviews, and annual review of financial reports for each subgrantee. Programmatic monitoring includes a Year 1 implementation site visit, annual performance monitoring, and a final grant report from subgrantees at the end of the grant period. ☐ Not specified in application	☐ Yes ☒ No	OSPI has developed a monitoring rubric for annual reviews but had not used it yet at the time of the site visit. They were preparing to do their initial Year 1 implementation site visits in Spring of 2018.
Select subgrantees to be monitored using a risk-based or other strategic approach in accordance with monitoring plan: ☒ Not specified in application	☐ Yes ☒ No	OSPI will receive quarterly project updates from the subgrantees and conduct quarterly calls with the authorizers to confirm what the schools report. OSPI will monitor all subgrantees per the schedule described above.
Use trained monitors to monitor subgrantee projects in accordance with monitoring plan: The application noted that a CSP Fiscal Manager would be hired to provide fiscal oversight for the CSP grant including fiscal monitoring of subgrantees. ☐ Not specified in application	☐ Yes ☒ No	The Grant Coordinator will serve as a Fiscal Manager and monitor subgrantee projects. OSPI was not able to hire multiple people due to changes in the scope of the grant awarded. The Project Coordinator received monitoring guidance from NACSA.
Systematic monitoring processes align with monitoring plan and allow SEA to assess a subgrantee's progress in meeting the performance objectives	☐ Yes ☒ No	Reviews have not yet occurred. OSPI will conduct quarterly review calls and Year 1 site visits to each subgrantee to monitor progress toward CSP objectives.

Table 2.5: SUBGRANTEE MONITORING		
Elements of subgrantee monitoring.	**Implementation Issue?**	**Detailed Information – Describe components of subgrantee monitoring process. Add text to indicate promising practices, specific implementation issues, or changes to proposed activities**
and other programmatic components outlined in subgrant applications: The application described the following programmatic monitoring activities: • Annual performance evaluation • Year 1 Implementation site visits • Final Grant Reports from subgrantees exiting the grant program • Quarterly Board observations of all subgrantees • Board governance training as necessary ☐ Not specified in application		
Systematic monitoring processes align with monitoring plan and allow it to assess a subgrantee's fiscal control and fund accounting procedures (including program requirements and allowable costs): The application described the following fiscal monitoring activities: • Collect, review, and approve CSP grant budgets • Collect, review, and approve Annual Financial Reports for each subgrantee starting in year 1 of the grant • Mid-year fiscal desk review • Review of timely draw-down of funds by subgrantees ☐ Not specified in application	☒ Yes ☐ No	The grantee receives monthly progress reports from subgrantees, which allow the grantee to monitor subgrantee use of funds. Fiscal monitoring of CSP also occurs on the annual site visit. The grantee was not implementing the annual financial report review as proposed. As a result, it was not clear that monitoring of fiscal procedures was in place during subgrantees' first year. OSPI and the two charter school authorizers decided to postpone fiscal reviews until the school's second year of operation. In the first year, they will provide schools technical assistance on financial procedures, rules, and regulations. The fiscal reviews will use a Financial Performance Framework.
Monitoring processes include formal follow-up or corrective action plans for identified deficiencies: The application stated that the grantee would bring any corrective actions	☒ Yes ☐ No	The grantee intends to provide subgrantees with technical assistance or corrective actions as needed should issues related to CSP implementation arise. However, at the time of the site visit, the grantee had not established formal follow-up procedures for addressing

Table 2.5: SUBGRANTEE MONITORING		
Elements of subgrantee monitoring.	**Implementation Issue?**	**Detailed Information – Describe components of subgrantee monitoring process. Add text to indicate promising practices, specific implementation issues, or changes to proposed activities**
required relating to fiscal compliance to the attention of the subgrantee's fiscal manager. Similarly, any programmatic issues stemming from CSP monitoring would be reported to the subgrantee and their authorizer along with any technical assistance or corrective actions required		deficiencies and communicated they would address issues on a case by case basis.
☐ Not specified in application		

Sources: *Charter Schools Limited Review Items, CPR Entrance Notes 1718, cpr Team Lead Previsit Call Form 1718, 15 - Fiscal – Printable, 2017-18 Grant Calendar, Authorizer Quarterly Call Form DRAFT, CSP Subgrant Progress Report, Subgrantee Quarterly Call DRAFT, Academic Performance Framework, Board on Track*

Indicator 2.6: DISSEMINATION OF INFORMATION AND BEST PRACTICES. The State disseminates best or promising practices of charter schools to each local educational agency in the state (as applicable).

Table 2.6: DISSEMINATION OF INFORMATION AND BEST PRACTICES		
Elements of dissemination of best or promising practices.	**Implementation Issue?**	**Detailed Information – Describe components of dissemination subgrants. Add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Dissemination subgrants		
Utilization of dissemination subgrants to identify and disseminate best or promising practices of charter schools to each LEA in the State: ☒ Not applicable. The State is not issuing dissemination subgrants. ☐ Not specified in application	☐ Yes ☐ No ☒ Not applicable	☐ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
Dissemination of information and best practices strategy:		
Identification and selection of best or promising practices (including use of dissemination subgrants and other efforts, as applicable): Per the application, Activity 1.4 is dissemination of best and promising practices and Performance Measure 1.6 is to track the percentage of school specific models/best practices that demonstrate best and promising practices based on student achievement. The application proposed to analyze and post charter school discipline data, attendance, and performance data on the OSPI website to allow for a comparison of schools in order to identify charter schools employing promising practices. These research articles, case studies, and success stories would then highlight the charter school models and educational practices that led to their successful outcomes. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Table 2.6: DISSEMINATION OF INFORMATION AND BEST PRACTICES		
Elements of dissemination of best or promising practices.	**Implementation Issue?**	**Detailed Information – Describe components of dissemination subgrants. Add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Dissemination of best or promising practices of charter schools to each LEA in the State (including dissemination subgrants and other efforts, as applicable): The application identified a range of dissemination activities, including: • Continued partnership with the University of Washington Center for Reinventing Public Education (CRPE) to identify and research district/charter collaborations and best practice in Washington charter schools to be disseminated via CRPE research articles and studies. • Charter school presentation of best practice models at the State and National Charter Schools Conference, which is open to all districts and schools. • Charter schools' presentations at OSPI's annual Best Practice Conference in October and the Early Literacy Conference in April each year. • LEA site visits to charter schools. • Charter school presentations at the Rural Alliance Annual Conference in Spokane. ☐ Not specified in application	☒ Yes ☐ No	☐ Implementing as proposed or necessary (no additional text necessary). ☒ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). OSPI has convened the charter schools to share promising practices but has not included LEAs in these dissemination activities. None of the other proposed dissemination activities have taken place to date.
Ability to ensure that disseminated information reaches all LEAs in the State: ☒ Not specified in application	☒ Yes ☐ No	☐ Implementing as proposed or necessary (no additional text necessary). ☒ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). This was not being implemented at the time of the visit. Dissemination efforts were only reaching charter schools.

Sources: *Charter District Partnerships, Washington State Charter Schools Association Conference 2017*

Indicator 2.7: ASSESSMENT OF PERFORMANCE MEASURE DATA. The State demonstrates appropriate data collection and interpretation strategies to meet its application objectives.

Table 2.7A: ASSESSMENT OF PERFORMANCE MEASURE DATA		
Objective 1: Increase and sustain the number of new, high-quality charter schools in Washington state through subgrants for planning, program design, and implementation.		
Performance Measure	**Performance Measure Data Review**	**Notes**
Performance Measure 1.a: # of CSP subgrant applicants.	☒ No concerns with data quality or performance measure interpretation ☐ Performance measure not applicable at time of monitoring visit (explain) Data Quality/Interpretation Concerns: ☐ Inconsistent wording of performance measure over time ☐ Inconsistent units of measure over time ☐ Data not aligned with performance measure ☐ Incomplete or missing data ☐ Data not available (explain) ☐ Other (specify)	
Performance Measure 1.b: # of CSP subgrant awards.	☒ No concerns with data quality or performance measure interpretation ☐ Performance measure not applicable at time of monitoring visit (explain) Data Quality/Interpretation Concerns: ☐ Inconsistent wording of performance measure over time ☐ Inconsistent units of measure over time ☐ Data not aligned with performance measure ☐ Incomplete or missing data ☐ Data not available (explain) ☐ Other (specify)	
Performance Measure 1.c: # of high-quality charter schools receiving CSP SEA funds in WA as de-fined in state statute, RCW 28A.710.170.	☒ No concerns with data quality or performance measure interpretation ☐ Performance measure not applicable at time of monitoring visit (explain) Data Quality/Interpretation Concerns: ☐ Inconsistent wording of performance measure over time	This performance measure was originally the number of high-quality charter schools in operation in the state. OSPI obtained final approval of its revised CSP grant performance measures from ED on April 18, 2017.

Table 2.7A: ASSESSMENT OF PERFORMANCE MEASURE DATA		
Objective 1: Increase and sustain the number of new, high-quality charter schools in Washington state through subgrants for planning, program design, and implementation.		
Performance Measure	**Performance Measure Data Review**	**Notes**
	☐ Inconsistent units of measure over time ☐ Data not aligned with performance measure ☐ Incomplete or missing data ☐ Data not available (explain) ☐ Other (specify)	
Performance Measure 1.d: % of CSP subgrants that are completed that are continuing or have reached completion.	☒ No concerns with data quality or performance measure interpretation ☐ Performance measure not applicable at time of monitoring visit (explain) Data Quality/Interpretation Concerns: ☐ Inconsistent wording of performance measure over time ☐ Inconsistent units of measure over time ☐ Data not aligned with performance measure ☐ Incomplete or missing data ☐ Data not available (explain) ☐ Other (specify)	This performance measure was originally the number of CSP subgrants continued to completion. OSPI obtained final approval of its revised CSP grant performance measures from ED on April 18, 2017.
Performance Measure 1.e: # of high-quality charter schools in Washington receiving CSP SEA funds as measured by subgrantee monitoring results of meets expectations or higher.	☐ No concerns with data quality or performance measure interpretation ☒ Performance measure not applicable at time of monitoring visit (explain) Data Quality/Interpretation Concerns: ☐ Inconsistent wording of performance measure over time ☐ Inconsistent units of measure over time ☐ Data not aligned with performance measure ☐ Incomplete or missing data ☐ Data not available (explain) ☐ Other (specify)	This performance measure was originally the number of high-quality charters in Washington. OSPI obtained final approval of its revised CSP grant performance measures from ED on April 18, 2017. Subgrantee monitoring had not begun at the time of the site visit, but the grantee was in the process of developing a rubric to measure subgrantee implementation.

Table 2.7A: ASSESSMENT OF PERFORMANCE MEASURE DATA		
Objective 1: Increase and sustain the number of new, high-quality charter schools in Washington state through subgrants for planning, program design, and implementation.		
Performance Measure	**Performance Measure Data Review**	**Notes**
Performance Measure 1.f: The # of charter schools that demonstrate best and promising practices based on student achievement gains in charter schools throughout the state as defined by the charter school's fidelity to its researched based practices per the charter application and achieving its mission specific goals codified annually in the charter contract and Performance Framework.	☐ No concerns with data quality or performance measure interpretation ☐ Performance measure not applicable at time of monitoring visit (explain) Data Quality/Interpretation Concerns: ☐ Inconsistent wording of performance measure over time ☐ Inconsistent units of measure over time ☐ Data not aligned with performance measure ☐ Incomplete or missing data ☐ Data not available (explain) ☒ Other (specify)	This performance measure was originally the percentage of school specific models/best practices that demonstrate best and promising practices based on student achievement. OSPI obtained final approval of its revised CSP grant performance measures from ED on April 18, 2017. OSPI had not determined how to identify promising practices at the time of the site visit; the Commission does not have a definition of best practices yet.
Performance Measure 1.g: The # of charter schools receiving CSP SEA funds that are collaborating with school district central office personnel. Collaboration is documented by emails and other regular correspondence, available from both the charter school and the school district, stating that both parties consider themselves to be collaborating with one another. Such documentation will also describe: • Any formal agreement (such as a Memorandum of Understanding or interlocal agreement) if one is established to support the initiative; • The issue or substantive topic to be addressed by collaboration (e.g., shared professional development for teachers and leaders and instructional practices; joint efforts at recruiting teachers or leaders; shared or contracted facilities, technology, special education,	☒ No concerns with data quality or performance measure interpretation ☐ Performance measure not applicable at time of monitoring visit (explain) Data Quality/Interpretation Concerns: ☐ Inconsistent wording of performance measure over time ☐ Inconsistent units of measure over time ☐ Data not aligned with performance measure ☐ Incomplete or missing data ☐ Data not available (explain) ☐ Other (specify)	This performance measure was originally the number of charter school/district collaborations. OSPI obtained final approval of its revised CSP grant performance measures from ED on April 18, 2017.

Table 2.7A: ASSESSMENT OF PERFORMANCE MEASURE DATA Objective 1: Increase and sustain the number of new, high-quality charter schools in Washington state through subgrants for planning, program design, and implementation.		
Performance Measure	**Performance Measure Data Review**	**Notes**
or transportation; collaboration to address shared questions of funding, turnaround of failing schools by charters, or facilitating the growth of successful charters; and shared systems that address data, accountability and/or enrollment systems); • The time frame and frequency of meetings or other events involved; and The types of activities in which the participants will engage.		

Sources: *Performance Measures Updates, WA Performance Measures with Data Collection Strategies, Washington CSP Grant Revised APR All Sections 5.31.17*

Table 2.7B: ASSESSMENT OF PERFORMANCE MEASURE DATA Objective 2: Enhancing capacity of charter school leaders and board members at new and existing charter schools.		
Performance Measure	**Performance Measure Data Review**	**Notes**
Performance Measure 2.a: % of charter schools with 100% compliance per charter contract and governance areas (Operational Framework).	☒ No concerns with data quality or performance measure interpretation ☐ Performance measure not applicable at time of monitoring visit (explain) Data Quality/Interpretation Concerns: ☐ Inconsistent wording of performance measure over time ☐ Inconsistent units of measure over time ☐ Data not aligned with performance measure ☐ Incomplete or missing data ☐ Data not available (explain) ☐ Other (specify)	

Sources: *2018 New Schools Orientation Guide Final, Organizational Performance Framework_Expanded Criteria,*

Table 2.7C: ASSESSMENT OF PERFORMANCE MEASURE DATA		
Objective 3: Increase the quality of the state's charter school authorizer infrastructure through technical assistance, training, and access to necessary resources.		
Performance Measure	**Performance Measure Data Review**	**Notes**
Performance Measure 3.a: # of charter authorizers accessing available supports as evidenced by charter authorizers engaging with NACSA in the development and refinement of the authorizer's authorizing practices.	☒ No concerns with data quality or performance measure interpretation ☐ Performance measure not applicable at time of monitoring visit (explain) Data Quality/Interpretation Concerns: ☐ Inconsistent wording of performance measure over time ☐ Inconsistent units of measure over time ☐ Data not aligned with performance measure ☐ Incomplete or missing data ☐ Data not available (explain) ☐ Other (specify)	This performance measure was originally the number of charter authorizers accessing available supports. OSPI obtained final approval of its revised CSP grant performance measures from ED on April 18, 2017.
Performance Measure 3.b: # of new charter authorizers.	☒ No concerns with data quality or performance measure interpretation ☐ Performance measure not applicable at time of monitoring visit (explain) Data Quality/Interpretation Concerns: ☐ Inconsistent wording of performance measure over time ☐ Inconsistent units of measure over time ☐ Data not aligned with performance measure ☐ Incomplete or missing data ☐ Data not available (explain) ☐ Other (specify)	
Performance Measure 3.c: % of charter schools receiving CSP SEA funds that meet Pre-Opening Conditions and annual Operational and Financial Performance Framework expectations, which are assessed annually, as a result of grant TA.	☒ No concerns with data quality or performance measure interpretation ☐ Performance measure not applicable at time of monitoring visit (explain) Data Quality/Interpretation Concerns: ☐ Inconsistent wording of performance measure over time ☐ Inconsistent units of measure over time ☐ Data not aligned with performance measure ☐ Incomplete or missing data ☐ Data not available (explain) ☐ Other (specify)	This performance measure was originally the percentage of charter schools meeting Pre-Opening Conditions and annual Operational and Financial Performance Framework expectations, as a result of grant TA. OSPI obtained final approval of its revised CSP grant performance measures from ED on April 18, 2017.

Performance Measure 3.d: # of subgrantee/non-subgrantee participating in scheduled grant TA opportunities.	☒ No concerns with data quality or performance measure interpretation ☐ Performance measure not applicable at time of monitoring visit (explain) Data Quality/Interpretation Concerns: ☐ Inconsistent wording of performance measure over time ☐ Inconsistent units of measure over time ☐ Data not aligned with performance measure ☐ Incomplete or missing data ☐ Data not available (explain) ☐ Other (specify)	This performance measure was originally "# of subgrantee/non-subgrantee accessing grant TA opportunities". OSPI obtained final approval of its revised CSP grant performance measures from ED on April 18, 2017.
Performance Measure 3.e: % of charter administrators, board members, staff, operations managers reporting an improvement in their policies, practices and procedures as a result of grant TA.	☐ No concerns with data quality or performance measure interpretation ☒ Performance measure not applicable at time of monitoring visit (explain) Data Quality/Interpretation Concerns: ☐ Inconsistent wording of performance measure over time ☐ Inconsistent units of measure over time ☐ Data not aligned with performance measure ☐ Incomplete or missing data ☐ Data not available (explain) ☐ Other (specify)	Participants will complete a survey at the end of TA. Some TA had not been developed at the time of the site visit (e.g., governance modules).

Sources: *New Schools Orientation, Charter Contract Deep Dive.Pt1.12072017, New Charter School Presentation - Finance and Apport., Charter Performance Framework, Assessment PPT Charter School Orientation December 2017, Performance Measures Updates, WA Performance Measures with Data Collection Strategies, Washington CSP Grant Revised APRAll Sections 5.31.17*

3. ADMINISTRATIVE AND FISCAL RESPONSIBILITIES

CSP grantees incur specific administrative and fiscal responsibilities under Federal law. This section focuses on the SEA's statewide strategy and vision for charter schools; its allocation, use, and controls over the CSP grant funds and other Federal funds; and the State's associated responsibilities in administering the CSP grant. It includes indicators that cover the State's responsibility to:

- Implement its state-level strategy and vision for charter schools
- Inform appropriate audiences about Federal funding for charter schools and ensure that charter schools receive their commensurate share of relevant funds
- Allocate no more than the allowable amounts of CSP funds for administration, dissemination, and revolving loan fund purposes
- Administer and ensure appropriate disbursement and accounting for CSP funds
- Monitor the proper use of CSP funds
- Ensure LEAs do not deduct funds for administrative expenses or fees except in certain circumstances
- Ensure the timely transfer of student records
- Maintain and retain records related to the CSP grant funds
- Comply with special conditions imposed on the grant

Indicator 3.1: STATE-LEVEL STRATEGY AND VISION. The State is implementing its state-level strategy and vision as noted in the approved grant application.

Table 3.1: STATE-LEVEL STRATEGY AND VISION		
Elements of the overall State strategy and vision for charter schools.	**Implementation Issue**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
State's strategy for using charter schools to improve educational outcomes for students results in the creation of high-quality charter schools and/or the closure of poor-performing charter schools. Washington's charter law has undergone significant changes over the last several years. As charter schools are new to the state, OSPI and SBE are working strategically with schools and the other authorizer in the state to provide clear frameworks for monitoring existing schools and rigorous application criteria for opening new schools to facilitate a high-quality charter environment in Washington. Their key CSP objectives are to increase and sustain the number of new, high-quality charter schools through CSP subgrants, to enhance the capacity of charter school leaders and board members at existing schools, and to increase authorizer infrastructure. Washington State Charter Law supports the State's strategy for high-quality schools through monitoring and evaluation. RCW 28A.710.100 requires charter authorizers to monitor the performance and legal compliance of the schools that it authorizes. State code RCW 28A.710.190 requires charter schools to be assessed using the Performance Framework every 5 years as the key factor in determining whether their charter will be renewed. The Performance Framework is composed of the Academic, Operations, and Financial frameworks that include	☐ Yes ☒ No	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The grantee is implementing their charter strategy as specified in their application to the extent that they are able given altered timelines due to legal challenges to the constitutionality of charter schools in the state. OSPI works closely with the two authorizers to approve high quality charter schools through a rigorous application process and looks to grow the pipeline of quality schools without adding administrative application burden by incorporating the CSP subgrant competition as part of the charter application to the authorizer. Moving forward, OSPI still intends to use CSP funds to offer ongoing professional development to improve governing board capacity and increase authorizer infrastructure, including increasing the number of district authorizers. Their strategy to ensure on-going monitoring of CSP subgrantees remains in place. Washington State law continues to require monitoring and evaluation of charter schools across three performance frameworks.

Table 3.1: STATE-LEVEL STRATEGY AND VISION		
Elements of the overall State strategy and vision for charter schools.	**Implementation Issue**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
measures and indicators the authorizers use to evaluate their schools. Both Spokane Public Schools and the Commission use the Performance Frameworks to measure progress and compliance. Indicators and measures for the Academic Performance Framework are put forth in law by RCW 28A.710.170. The Performance Framework indicators align with OSPI performance indicators, the SBE Achievement Index, and other State and Federal requirements. In addition to the use of the framework, authorizers conduct site visits to verify compliance. The framework provides clear guidance to the relatively new charter authorizers on how to monitor and evaluate their schools. ☐ Not specified in application		
Statewide vision for charter school growth and accountability results in the creation of high-quality charter schools and/or the closure of poor-performing charter schools. OSPI's vision is that "Every student is ready for career, college, and life. The OSPI mission to provide funding, resources, tools, data, and technical assistance that enable educators to ensure students succeed in our public schools are prepared to access post-secondary training and education and are equipped to thrive in their careers and lives aligns to the overarching grant goal to increase the number of high-quality public charter schools in Washington." OSPI has five top priorities in pursuit of their vision, which support the overarching vision of the grant and are aligned to the Commission's	☐ Yes ☒ No	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The grantee continues to work towards their vision provided in the application. The Project Director stated that the vision is to leverage what they learn from the charter sector to provide examples of high-quality practices and inspiration to all public schools. This vision is aligned with the goals of the CSP grant. The grantee has a definition for high-achieving and poor-performing charter schools and a multi-faceted monitoring environment conducted through OSPI, the State Auditor's Office, and the two charter school authorizers, all of which contribute to the vision of preparing students for by ensuring high-quality charter schools are in operation. Because charter

Table 3.1: STATE-LEVEL STRATEGY AND VISION		
Elements of the overall State strategy and vision for charter schools.	**Implementation Issue**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
strategic goals for the charter sector. Those goals are to increase basic education funding, improve academic achievement for all students and reduce dropout rates, improve the statewide assessment system, expand Career and Technical Education and STEM opportunities, and to promote early learning opportunities. Towards this vision, OSPI has worked on assessment reform and worked with teachers and administrators to adopt Common Core State Standards. The SBE has, with OSPI, developed the Achievement Index which is now enshrined in law as an indicator in the Academic Performance Framework used to measure school's success. ☐ Not specified in application		schools in Washington receive less funding than traditional public schools across a variety of funding structures—State teacher funding and access to local levy dollars, as examples—the CSP grant is allowing the grantee to pursue their vision of increasing educational funding to high quality schools.
The State utilizes its logic model to guide grant administration and implementation as well as to determine progress. The logic model provided by the grantee presents OSPI's Theory of Action for meeting CSP grant objectives and performance measures. It provides specific activities for each partner and administrative input into the grant infrastructure. Key features include mapping available resources, key activities of the grant, performance measures, outcomes mapped to performance measures, and long and short-term impacts. The logic model is the basis of the OSPI CSP Management Plan. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). During the site visit, the CSP Grant Coordinator stated that while she does not necessarily use the logic model day to day, it does guide her work, particularly in how it is operationalized in the management plan and performance measure documents which are used to determine progress. While OSPI believes that the State's recently accepted ESSA plan will bolster their efforts, they were not positioned to comment on the efficacy of their logic model outcomes at the time of the site visit. OSPI has not yet had a full-year cycle of awarding subgrants and monitoring outcomes.

Table 3.1: STATE-LEVEL STRATEGY AND VISION		
Elements of the overall State strategy and vision for charter schools.	**Implementation Issue**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
The management plan is implemented to achieve proposed objectives on time and within budget. The management plan as proposed provides for a full CSP Grant team consisting of the Project Director (.5 FTE), CSP Coordinator (FTE TBD at time of application), CSP Support Staff (.5 FTE), CSP Fiscal Manager (.25 FTE year 1, .5 FTE year 2, .75 FTE year 3) and various other OSPI grants, fiscal, and program staff. The management plan provides clear tasks and timelines for the CSP grant team and links each task to a performance measure. ☐ Not specified in application	☐ Yes ☒ No	☐ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☒ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The grantee's management plan has been significantly revised from the plan submitted in the application due to a reduced grant award and a clearer understanding of the 5% administrative cap. The revised management plan delineates clear roles and responsibilities for CSP project staff. The plan aligns implementation benchmarks with performance measures on a timeline and assigns benchmark tasks to be carried out by specific roles. The benchmarks are organized into clear activity blocks related to the grant's mission and vision, including the subgrant competition, grant-related technical assistance, subgrantee monitoring including budget review and training, charter governing board development and technical assistance, OSPI and authorizer support, and increasing OSPI and authorizer capacity. The grantee regularly refers to the management plan and tracks its progress. While the grantee is behind on a number of proposed activities, they are aware of where they are with regards to their proposed timeline.

Sources: *Logic Model Revision, CSP Management Plan Updated 3.1, Application Attachment 21*

Indicator 3.2: FEDERAL PROGRAMS INFORMATION AND FUNDING. The State informs appropriate audiences about the SEA's charter school grant program, Federal funds that the charter school is eligible to receive, and Federal programs in which the charter school may participate, and ensures that each charter school in the State receives its commensurate share of Federal education formula funds.

Table 3.2: FEDERAL PROGRAMS AND FUNDING		
Responsibilities of the SEA to inform and ensure access to Federal programs and funding.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Inform teachers, parents, and communities of the State educational agency's charter school grant program: ☒ Not specified in application	☒ Yes ☐ No	☐ Implementing as proposed or necessary (explain below). ☒ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). During the site visit, the Grant Coordinator stated that the grantee was only recently made aware of the expectation to inform teachers, parents, and communities of the CSP grant program. There is no current action in place to do so. The grantee intends to develop a web-based information program targeted to those populations moving forward.
Inform each charter school in the State about Federal funds that the charter school is eligible to receive: The grantee informs all schools annually of State and Federal program eligibility. Application information, including Federal application due dates, is communicated through regularly released memos and bulletins, iGrants group email announcements, and program-specific listservs. Those announcements are typically directed to the superintendents or school leaders, district fiscal officers, grants administrators, grant writers, and the iGrants district administrator. iGrants is the grant management application that OSPI uses. All charters apply for subgrants, submit budgets, budget	☐ Yes ☒ No	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). Once a school receives its LEA information after having its charter approved, it can access the Education Data System (EDS) and iGrants systems (which LEAs use to interface with the SEA) and is added to relevant OSPI listservs. Through iGrants and OSPI, schools receive emails of upcoming application windows for Federal funds they are eligible for and receive reminders to apply. Charter schools can apply directly through iGrants for entitlement funding and competitive funding

Table 3.2: FEDERAL PROGRAMS AND FUNDING		
Responsibilities of the SEA to inform and ensure access to Federal programs and funding.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
revisions, and complete reporting requirements through iGrants. They also submit funding claims through iGrants which are processed separately by OSPI grants management. ☐ Not specified in application		applications. Federal program specialists within OSPI, such as Titles I and II, are available to provide technical assistance and guidance to schools in their application process and after the award is made. OSPI corresponded with interested CSP subgrantee applicants and informed them about upcoming funding and application opportunities to the best of their knowledge. Additionally, the Washington State Charter School Commission included a section on the CSP grant in their Application Orientation presentation to potential new school applicants in which they provided an overview of the CSP grant program and application process. During school visits, subgrantees reported that they were receiving notifications about the funds that they were eligible for via iGrants and OSPI and cited email alerts as reminders to apply for funding each year, including their first year of operation.
Ensure that each charter school in the State receives the charter school's commensurate share of Federal education funds that are allocated by formula each year, including during the first year of operation of the charter school: OSPI is delegated by statute the responsibility to distribute formula funds to public schools in Washington. OSPI allocates funds by formula to charter schools in their first year of operation based upon their projected annual enrollment of the school. In their second year, charter schools receive funds based on their actual monthly-calculated student enrollment. The OSPI Apportionment and Financial Services section provides technical assistance and support to charter schools. Authorized charter schools are in the OSPI fiscal apportionment system	☐ Yes ☒ No	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). All formula fund apportionment flows from OSPI to schools, including charter schools and CSP subgrantees. Through the iGrants system, schools are able to apply for and receive additional Federal funds, including CSP and Title funds, on top of their State apportionment funds. Schools in their first year of operation are provided apportionment based on enrollment and special populations projections that they submit to OSPI before opening. OSPI works with schools to set those projections in the spring prior to their opening. The projections are reconciled with the

Table 3.2: FEDERAL PROGRAMS AND FUNDING		
Responsibilities of the SEA to inform and ensure access to Federal programs and funding.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
that directly apportions and distributes funds to the schools. CSP subgrant funds are also distributed via iGrants. Charter schools are considered their own LEAs under Washington State law and are mandated to comply with all Federal and State laws related to educating students with disabilities, including IDEA. ☐ Not specified in application		actual enrollment counts and budget actuals in January of their first year of operation and they receive funding based on those actuals in their second year of operation. The funding is paid through monthly apportionment. Subgrantees did not report any problems in receiving Federal funds, including during their first year of operation.

Sources: *Email with Nate Marciochi 2.5.18, Email with Summit 5.23.17, Email with WA Charters 6.7.17, YearAtAGlanceTitle1ALAP, Title 1 Part A Email 7.27.17, Final-App-Oritentation-10.5.2017 1.1*

Indicator 3.3: ALLOCATION OF CSP FUNDS. The proportion of grant funds reserved by the State for each activity does not exceed the allowable amount.

Table 3.3: ALLOCATION OF CSP FUNDS		
Limits on the allocation of CSP funds.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Not more than 5% for administrative expenses associated with the program:	☐ Yes ☒ No	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). According to most current budget provided to the site visit team with administrative costs highlighted, the grantee is spending 4.8% on administrative costs.
Not more than 10% to support allowable dissemination activities: The grantee is not using funds for dissemination activities.	☐ Yes ☐ No ☒ Not applicable	☐ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
Not more than 10% for the establishment of a revolving loan fund: State law in Washington does not currently allow for a revolving loan fund.	☐ Yes ☐ No ☒ Not applicable	☐ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Table 3.3: ALLOCATION OF CSP FUNDS		
Limits on the allocation of CSP funds.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Does not exceed subgrant limits outlined in the NIA:	☐ Yes ☒ No ☐ Not applicable	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The grantee is not exceeding the subgrant limit of $800,000 as outlined in the NIA.

Sources: *Revised Budget Emails; Washington Revised Budget, Re_Follow Up; Copy of OSPI CSP Budget- 3.20.17l; Charter School Grant Award Notification Documents*

Indicator 3.4: FISCAL CONTROL AND FUND ACCOUNTING PROCEDURES**.** The SEA administers the CSP funds and monitors subgrantee projects to ensure the proper disbursement, accounting, and use of Federal funds.

Table 3.4A: FISCAL CONTROL AND FUND ACCOUNTING PROCEDURES		
Uniform Guidance and EDGAR Regulations:	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
2 CFR 200.302 Financial Management and 2 CFR 200.313 Equipment		
(1) Financial reporting (e.g., complete disclosure of financial results)	☐ Yes ☒ No	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). Subgrantees are asked to submit monthly reports of their spending to the Grant Coordinator before they request a drawdown in the system. The Financial Services team and Grant Management team support OSPI's CSP team through processing drawdowns and maintaining subgrantee budgets. The Grants Management Supervisor intends to submit a report of all CSP spending to the Grant Coordinator monthly, after subgrantees request drawdowns. The Commission submits a yearly series of reports on each school's performance to their respective boards, including their performance according to the financial section of the Performance Framework. The Grant Coordinator monitors a selection of board meetings to ensure boards are conducting financial oversight for subgrantees. Subgrantees are subject to yearly audits which must be filed with their authorizer and are part of the Consolidated Program Review (CPR) monitoring of Federal programs conducted by OSPI on a rotating basis.
(2) Accounting records (e.g., source and application of funds)	☒ Yes ☐ No	☐ Implementing as proposed or necessary (explain below). ☒ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The grantee used a robust financial system for tracking CSP expenditures, but the system did not provide adequate documentation detailing subgrantee budget approvals and amendments. Accounting records are kept through the iGrants EDS system. iGrants maintains copies of each subgrantee budget and allows subgrantees to submit claims under pre-approved

Table 3.4A: FISCAL CONTROL AND FUND ACCOUNTING PROCEDURES		
Uniform Guidance and EDGAR Regulations:	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
		budget categories. Receipts and invoices of CSP purchases are to be sent to the Grant Coordinator for approval before subgrantees submit a reimbursement request. All grant budget categories are coded within iGrants into broad categories of allowable expenses, which were developed by the Grant Coordinator in collaboration with the Grants Management Supervisor and Fiscal Services team. iGrants did not contain detailed documentation regarding subgrant budget approval and amendments. When comparing proposed subgrantee budgets to those in iGrants, it was often unclear how the proposed subgrant was revised or amended to obtain the iGrants budget. iGrants includes a notes feature which can log budget or other grant changes, but this feature was not consistently used. The coding scheme also makes it difficult to understand what approved budgets entail in iGrants. Careful review of separate budget documentation is necessary to understand the approved budget items and to determine allowability of costs. Finally, errors were found in the coding of subgrantee budgets within iGrants. Two subgrantees utilizing CSP funds to publicize their school have these costs coded under the "21 Superv. -Instruction" category rather than the public relations category in their iGrants budgets.
(3) Internal control (e.g., process and measures to account for funds, property, and assets)	☐ Yes ☒ No	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). Purchasing procedures differ between the CMO subgrantees and the district-authorized subgrantee. Both procedures include certain cost points requiring different approvals and various competitive approaches to purchasing. <u>CMO subgrantees</u>: The two CMO subgrantees visited have a three-pronged purchasing system in place with use cases triggered by the amount of the request, one for purchases under [redacted] one for those between [redacted], and one for purchases over [redacted]. In each case, purchase categories are pre-approved in the CSP budget and individual purchases are often discussed with the Grant Coordinator before purchase. Purchases under $40,000: For purchases under $40,000, no competitive bidding process is triggered, and they do not require a purchase order. The requesting party, such as a

Table 3.4A: FISCAL CONTROL AND FUND ACCOUNTING PROCEDURES		
Uniform Guidance and EDGAR Regulations:	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
		teacher, creates an expense request and submits it to their school leader. If approved, the request goes to the CMO finance team, who review the request for allowability and submit it to a vendor. When the finance team receives an invoice, they contact the entity with budget authority (Principal or operations team were given as examples) for review and approval of the invoice. Purchases between [redacted]: For orders between [redacted], a competitive bidding process is triggered wherein the subgrantee must receive a minimum of three bids which must be available for public perusal. Purchases at this level require the requesting party to create a purchase order. The requesting party must create a purchase order and submit it directly to the CMO Finance department, who review it for allowability, and then forward it to the CFO for review. If approved, the request is bid out and then submitted to the winning vendor. When the finance team receives an invoice from a vendor, they match it to the purchase order. Purchases over [redacted]: For a purchase over [redacted], a competitive bidding process is triggered wherein the subgrantee must provide public notice of the competition in a newspaper for at least 2 weeks, the bid specifications must be available at a specified location, only written bids are accepted, bids must be available for public perusal and all bids must be opened and read in public on a specified date. Purchases at this level require the requesting party to create a purchase order. The requesting party must create a purchase order and submit it directly to the CMO Finance department, who review it for allowability, and then forward it to the CFO for review. If approved, the request is bid out and then submitted to the winning vendor. When the finance team receives an invoice from a vendor, they match it to the purchase order. CSP funded items are tracked in a separate inventory and tagged appropriately when they arrive at each school site. Tagging was seen by monitors at a school site that had purchased items with the intent to be reimbursed with CSP funds. The CMO uses one bank account for public funds across all of its schools. Each school maintains individual budgets and inventories and the CMO tracks CSP expenses by school against the CSP budget for that school.

Table 3.4A: FISCAL CONTROL AND FUND ACCOUNTING PROCEDURES		
Uniform Guidance and EDGAR Regulations:	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
		Non-CMO subgrantee: The non-CMO subgrantee visited contracts with Educational Services District (ESD) 101 for fiscal services. Educational Service Districts work across Washington to provide technical assistance to schools. A CSP purchase for this subgrantee begins with the interested party first seeking approval from the Academic Coordinator. If the purchase is over [redacted], at least three quotes must be sought. The Academic Coordinator approves the purchase if it is line with curriculum. The CFO then ensures the vendor is eligible to take Federal funds and makes the purchase using a credit card or a purchase order. Using a financial system called Skyward, program code, object code, and activity code are tracked for all expenditures. CSP funds are coded to one code. CSP purchased items would then be inventoried and labeled. The ESD contact then submits for reimbursement through the iGrants system once the purchase is approved by the Grant Coordinator during the monthly reporting process. If a purchase exceeds [redacted], an informal request for proposal is used. Above [redacted], a formal request for proposal is issued.
(4) Budget control (e.g., process and measures to compare outlays with budget amounts)	☒ Yes ☐ No	☐ Implementing as proposed or necessary (explain below). ☒ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The site visit team had concerns about budget controls at the grantee level. The budget submitted with the Year 1 APR differed from the budget used by the grantee. Additionally, there was confusion between the Project Director and the Grant Coordinator regarding which budget was correct and in use by the finance team after it was discovered that the budget submitted in APR 1 was not the ED approved budget. The differences between these two budgets relate to funding for the Project Director position, which was funded from different sources between the budgets, and varying salaries for an Administrative Assistant. These differences come to [redacted] Additionally, the budget submitted with the Year 1 APR did not include a computer cost, adding another [redacted] to the discrepancy between the budget being utilized and the one being reported to ED. The grantee lacked clear communication channels regarding CSP budget changes and updates across OSPI systems. There

Table 3.4A: FISCAL CONTROL AND FUND ACCOUNTING PROCEDURES		
Uniform Guidance and EDGAR Regulations:	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
		was no formal schedule for updating the CSP budget, and there was no formal process in place to ensure that subgrantees had approval to seek reimbursement from the Grant Coordinator before submitting for reimbursement through iGrants. Expenditures were reviewed against actuals by the Financial Services team once they receive monthly reports from the Grants Management Supervisor during the apportionment process. The Grant Coordinator intends to review spending reports produced by Grants Management against subgrantee spending reports monthly once drawdowns begin. The subgrantees visited had budget control procedures in place, though none had yet been reimbursed for subgrant purchases. CMO subgrantees have CMO and school-level budget control policies. Budget changes and spending requests must flow through a leadership chain at each school site and are approved and checked by the central CMO finance team before being processed as well as once items are received.
(5) Allowable cost (e.g., procedures to determine allowable, allocable, and reasonable use of funds).	☒ Yes ☐ No	☐ Implementing as proposed or necessary (explain below). ☒ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The grantee provides detailed guidance on allowable costs; however, issues with nonallowable were discovered in reviewing approved subgrantee budgets. OSPI provides written and verbal guidance to subgrantees on allowable costs through the supplemental CSP application, pre-application trainings, post-application technical assistance, and through on-going guidance and communication with CSP subgrantees. The Grant Coordinator relies on Federal guidance from the ED website to discern allowable costs, as well as an aggregate guide she put together from a review of other State's allowable cost policies. The grantee consults with ED when unsure about an expense. Subgrantees are provided with sample job descriptions of allowable personnel and activities that may be allowable for them to take part in as an implementation grant awardee. Subgrantees visited indicated knowing what was and was not allowable and that they were comfortable reaching out to the Grant Coordinator with questions.

Table 3.4A: FISCAL CONTROL AND FUND ACCOUNTING PROCEDURES		
Uniform Guidance and EDGAR Regulations:	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
		Moving forward, OSPI will provide guidance on allowable use of CSP grant funds for Commission authorized schools during the application process through the 2019-2020 New Charter School Application. The Application contains language and guidance on allowable costs as well as eligibility requirements for CSP. Both the new and previous versions of the New Charter School Application state that subgrantees are responsible for being aware of allowable costs provisions from the January 2014 CSP Nonregulatory Guidance, Uniform Guidance, and EDGAR. Despite this guidance, one approved subgrantee budget contained instances of unallowable costs, specifically the use of planning funds for implementation costs and vice versa. In a planning subgrantee budget, intent to buy kitchen equipment as well as technology equipment with planning funds was included in approved budgets without clarity on the timeline of purchase. This subgrantee also was budgeted salary for the founding principal in both the planning year and first year of operation of the school without justifying how the salary was a necessary and reasonable CSP expense once the school was operational. Subgrantee budgets require closer oversight by the grantee to ensure compliance to the provided guidance on allowability.
(6) Source documentation (e.g., evidence from transactions that accompany accounting records)	☐ Yes ☒ No	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The Grant Coordinator asks that invoices and other source documentation be provided in subgrantee's monthly progress reports before they request reimbursement. She intends to monitor for appropriate documentation during site visits. Subgrantees are subject to records retention policies spelled out in State statute and are monitored for proper source documentation in the CPR process, authorizer monitoring, and audits.
(7) Cash management (e.g., timely disbursement of funds to not accrue interest)	☐ Yes ☒ No	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Table 3.4A: FISCAL CONTROL AND FUND ACCOUNTING PROCEDURES		
Uniform Guidance and EDGAR Regulations:	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
		CSP funds are distributed on a reimbursement basis and are distributed to subgrantees along with their monthly apportionment (see Accounting Systems Process below). They are distributed directly to LEAs simultaneous to G5 reimbursement to the State. The State is not holding funds that could accrue interest.
Other Regulations		
34 CFR 80.36 Procurement standards, including competitive bidding and contracting	☐ Yes ☒ No	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The Competitive Procurement Guide provided by the grantee states that an RFP, a Request for Qualifications and Quotes, or a Request for Qualifications is to be used for a formal competition when the contract in question is estimated to be $20,000 or more. The State Department of General Administration has also produced a Competitive Contracting Manual. The grantee states that they follow procurement policy from statute as well as the competitive bidding guide, and that they were provided training on procurement policies. Subgrantees visited have individual procurement practices in place.
34 CFR 75.525 Conflict of interest	☐ Yes ☒ No	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The Grant Director stated that OSPI staff receive conflict of interest training. OSPI staff do not have to sign conflict of interest forms but are subject to State statute on Ethics in Public Service, RCW Title 42 Chapter 42.52. Subgrantees each have a conflict of interest policy as part of their charter contract with their authorizer.
34 CFR 80.32(e) Disposition of assets	☒ Yes ☐ No	☐ Implementing as proposed or necessary (explain below). ☒ Implementation issues identified (explain below).

Table 3.4A: FISCAL CONTROL AND FUND ACCOUNTING PROCEDURES		
Uniform Guidance and EDGAR Regulations:	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
		☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). There are no current written guidelines by the grantee around disposition of assets. The grantee stated that they intend to write a policy based on Uniform Guidance. Subgrantees are subject to disposition of assets policies found in their charter contracts which detail the disposal requirements for items purchased with public funds.

Sources: *CompetitiveProcurementGuide, Competitive Contracting Manual, Atlas Budget & Inventory, Olympus Budget & Inventory, Sierra Budget & Inventory, Tagging convention, Purchasing policy, Conflicts of Interest Policy, Allowable Expenses sheet, Krystal email 09.07, Atlas Full Budget, Sierra Full Budget, ED PO Email 9.11.17b, ED PO Email 1.23.18, ED PO Email 2.5.18, WSCSC- Competitive Procurements 1.4, SIA Contract May 2016, Summit-Atlas-CharterContract.Final_.06022016 1.3, Impact Public Schools Contract_ Final Signatures 1.3, Summit-Olympus-New-Contract.Final_.06022016 1.3; Summit-Sierra-New-Contract.Final_.06022016 1.3*

Table 3.4B FISCAL CONTROL AND FUND ACCOUNTING PROCEDURES – Additional Information. Detailed Information.	
Approach to ensuring that subgrantees receive subgrant funds in appropriate timeframe.	**Provide detailed narrative about the grantee's current approach.**
Accounting Systems Process (e.g., flow of funds)	As of the time of the site visit, no CSP funds had been drawn down by any subgrantees. The grantee anticipated that subgrantees would submit expenses starting at the end of March 2018. The process is as follows: as purchases are made, subgrantees are to submit receipts and invoices to the Grant Coordinator. Each subgrantee must submit their official reimbursement request to the Grant Coordinator by the 10th of each month for approval as part of their newly instituted monthly financial reporting. Additionally, by the 10th of each month, each subgrantee must submit a progress report detailing grant activities and expenditures. Once the Grant Coordinator approves the request, the subgrantee may submit the request through iGrants. The official iGrants request must be submitted by the 15th of each month for a school to receive the CSP reimbursement along with their monthly apportionment funds at the end of the month. Subgrantees may only request reimbursement in the set budget categories that have been approved and are pre-populated in their CSP budget within iGrants. When a subgrantee logs into iGrants, they are presented with a dropdown of their available grants. To file a reimbursement request for their CSP subgrant, subgrantees would navigate to that grant and then enter expenditure amounts into pre-populated, approved budget categories. The subgrantees would then attach an expenditure report and check a box certifying that their submission is complete and true. The request goes through the financial staff and once approved, the Grant Coordinator is notified. CSP reimbursement requests submitted through iGrants are then reviewed by the Grants Management Supervisor. All approved claims are totaled on a monthly basis by subgrantee. The Grants Management Supervisor then combines these amounts for all subgrantees and requests the total amount as a drawdown from Washington's CSP budget through G5. Information about the G5 drawdown is forwarded to the Apportionment department. Apportionment staff then forward it to Financial Services department, who records the transactions and sends notice of the amount to the Treasury for recordkeeping. Once payments go out through Apportionment, the Grants Management Supervisor performs a check against the budgets and enters the numbers for any grant drawdowns in iGrants, updating the budget actuals for any subgrantee that submitted for reimbursement. Those are posted in the accounting system state-wide. Subgrantees receive funding reimbursement through the monthly apportionment process. The State produces two monthly reports on funds released through the apportionment process, available at the State or school level. Report 1197 (Statement of Apportionment) details apportionment amounts revenue account number; apportionment information by grant award appears on Report 1191FG. Both reports are posted online at the end of each month by School Apportionment and Financial Services.

Table 3.4B FISCAL CONTROL AND FUND ACCOUNTING PROCEDURES – Additional Information. Detailed Information.	
Approach to ensuring that subgrantees receive subgrant funds in appropriate timeframe.	**Provide detailed narrative about the grantee's current approach.**
	The Grants Management Supervisor works with iGrants and the broader State accounting system to compare expenditures according to subgrantees with pre-programmed budgets and to keep track of spending from various sources. She can run reports by funding stream to track how much each subgrantee is receiving from the CSP grant. The State is only able to track funds that come through the State apportionment system. Monthly, the Grants Management Supervisor sends the CSP Grant Coordinator a status report on what has been drawn down.
Disposition of Assets	The grantee does not currently have a written disposition of assets policy.

Sources: *Federal Grant Reimbursement Memo, B080-17*

Indicator 3.5: USE OF CSP FUNDS. The SEA ensures that subgrantees' use of Federal funds is allowable, allocable, and/or reasonable.

Table 3.5: USE OF CSP FUNDS		
Use of the grant funds for the approved budget categories.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Post-award planning and design of the educational program		
Refinement of the desired educational program and of the methods for measuring progress toward those results	☒ Yes ☐ No	☐ No concerns regarding use of funds in this category (explain below). ☐ Unique uses of funds identified (explain below). ☐ Specific guidance on this topic provided by the SEA to subgrantees (explain below). ☒ Allowable, allocable, or reasonable use issues identified (explain below). The site visit team found issues with nonallowable curriculum costs budgeted for the planning period. At the time of the site visit, no CSP reimbursements had been requested by subgrantees for planning or implementation funds; the first drawdown was expected to occur at the end of March 2018. The budget for the planning subgrant recipient indicated funds would be used to develop curricular experience programs and to purchase materials for general curriculum. The curriculum cost was included on the budget and narrative submitted with their CSP application as well as in their approved iGrants budget. The site visit team was not provided with narrative on how that cost, generally considered an implementation expense, was allowable under planning.
Professional development of teachers and other staff who will work in the charter school	☐ Yes ☒ No	☒ No concerns regarding use of funds in this category (explain below). ☐ Unique uses of funds identified (explain below). ☐ Specific guidance on this topic provided by the SEA to subgrantees (explain below). ☐ Allowable, allocable, or reasonable use issues identified (explain below). The current subgrantee planning budget does not include expenses for professional development.

Table 3.5: USE OF CSP FUNDS		
Use of the grant funds for the approved budget categories.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Other uses of funds for planning or program design	☒ Yes ☐ No	☐ No concerns regarding use of funds in this category (explain below). ☐ Unique uses of funds identified (explain below). ☐ Specific guidance on this topic provided by the SEA to subgrantees (explain below). ☒ Allowable, allocable, or reasonable use issues identified (explain below). The site visit team found issues with implementation fund uses approved for the planning period without supporting documentation for allowability. The planning subgrantee's approved budget includes [redacted] for instructional technology as well as [redacted] for operation of building expenses. Both of these costs are allowable with implementation funds but not with planning funds. For example, other schools that utilized these categories for their implementation subgrant purchased Chromebooks and classroom furniture. The subgrantee also included funds for [redacted] during the planning year, from January 2018 through the school's opening which is an allowable use of planning funds.
Initial implementation of the charter school		
Informing the community about the school	☐ Yes ☒ No	☒ No concerns regarding use of funds in this category (explain below). ☐ Unique uses of funds identified (explain below). ☒ Specific guidance on this topic provided by the SEA to subgrantees (explain below). ☐ Allowable, allocable, or reasonable use issues identified (explain below). CSP subgrantee budgets indicate their intent to inform communities about their schools through radio ads, television ads, pre-movie ads, and through hiring parents as community ambassadors.

Table 3.5: USE OF CSP FUNDS		
Use of the grant funds for the approved budget categories.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
		In deciding reasonability of use of funds for informing the community about schools, the Grant Coordinator conferred with school leaders to discuss return on investment of various forms of advertising and provided guidance on the most reasonable and effective use of funds.
Acquiring necessary equipment and educational materials and supplies	☐ Yes ☒ No	☒ No concerns regarding use of funds in this category (explain below). ☐ Unique uses of funds identified (explain below). ☒ Specific guidance on this topic provided by the SEA to subgrantees (explain below). ☐ Allowable, allocable, or reasonable use issues identified (explain below). CSP subgrantee budgets indicate their intent to use CSP funds for acquiring library books, musical and arts equipment, and Chromebooks to allow for one-to-one student-to-technology interaction. CSP subgrantee budgets indicate their intent to use CSP funds to acquire furniture and library supplies. The grantee provides written guidance on allowable and nonallowable supply categories.
Acquiring or developing curriculum materials	☐ Yes ☒ No	☒ No concerns regarding use of funds in this category (explain below). ☐ Unique uses of funds identified (explain below). ☐ Specific guidance on this topic provided by the SEA to subgrantees (explain below). ☐ Allowable, allocable, or reasonable use issues identified (explain below). CSP subgrantee budgets indicate their intent to use CSP funds to acquire a range of curriculum materials, including International Baccalaureate curriculum materials and training, math and English intervention curricula, and music and arts equipment.

Table 3.5: USE OF CSP FUNDS		
Use of the grant funds for the approved budget categories.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Other initial operational costs that cannot be met from State or local sources	☐ Yes ☒ No	☒ No concerns regarding use of funds in this category (explain below). ☐ Unique uses of funds identified (explain below). ☐ Specific guidance on this topic provided by the SEA to subgrantees (explain below). ☐ Allowable, allocable, or reasonable use issues identified (explain below).
Other uses of funds for initial implementation	☒ Yes ☐ No	☐ No concerns regarding use of funds in this category (explain below). ☐ Unique uses of funds identified (explain below). ☐ Specific guidance on this topic provided by the SEA to subgrantees (explain below). ☒ Allowable, allocable, or reasonable use issues identified (explain below). The planning subgrantee's budget includes funds for [redacted] with CSP funds during the first full year of operations and does not provide a justification for this expense. [redacted] may be allowable under implementation subgrants, but justification is required for why the cost is reasonable and related to carrying out the CSP grant.
Dissemination activities (if applicable)		
Assisting other individuals with the planning and start-up of one or more new public school(s)	☐ Yes ☐ No ☒ Not applicable	☐ No concerns regarding use of funds in this category (explain below). ☐ Unique uses of funds identified (explain below). ☐ Specific guidance on this topic provided by the SEA to subgrantees (explain below). ☐ Allowable, allocable, or reasonable use issues identified (explain below).
Developing partnerships with other public schools	☐ Yes ☐ No ☒ Not applicable	☐ No concerns regarding use of funds in this category (explain below). ☐ Unique uses of funds identified (explain below). ☐ Specific guidance on this topic provided by the SEA to subgrantees (explain below). ☐ Allowable, allocable, or reasonable use issues identified (explain below).

Table 3.5: USE OF CSP FUNDS		
Use of the grant funds for the approved budget categories.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Developing curriculum materials, assessments, and other materials that promote increased student achievement	☐ Yes ☐ No ☒ Not applicable	☐ No concerns regarding use of funds in this category (explain below). ☐ Unique uses of funds identified (explain below). ☐ Specific guidance on this topic provided by the SEA to subgrantees (explain below). ☐ Allowable, allocable, or reasonable use issues identified (explain below).
Conducting evaluations and developing materials that document successful practices	☐ Yes ☐ No ☒ Not applicable	☐ No concerns regarding use of funds in this category (explain below). ☐ Unique uses of funds identified (explain below). ☐ Specific guidance on this topic provided by the SEA to subgrantees (explain below). ☐ Allowable, allocable, or reasonable use issues identified (explain below).
Other uses of funds for dissemination	☐ Yes ☐ No ☒ Not applicable	☐ No concerns regarding use of funds in this category (explain below). ☐ Unique uses of funds identified (explain below). ☐ Specific guidance on this topic provided by the SEA to subgrantees (explain below). ☐ Allowable, allocable, or reasonable use issues identified (explain below).
ESSA Flexibility activities (if applicable)		
Conducting minor facilities repairs, excluding construction. (Describe approved use and approach below.)	☐ Yes ☐ No ☒ Not applicable	☐ No concerns regarding use of funds in this category (explain below). ☐ Unique uses of funds identified (explain below). ☐ Specific guidance on this topic provided by the SEA to subgrantees (explain below). ☐ Allowable, allocable, or reasonable use issues identified (explain below).
Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations. (Describe approved use and approach below.)	☐ Yes ☐ No ☒ Not applicable	☐ No concerns regarding use of funds in this category (explain below). ☐ Unique uses of funds identified (explain below). ☐ Specific guidance on this topic provided by the SEA to subgrantees (explain below). ☐ Allowable, allocable, or reasonable use issues identified (explain below).

Table 3.5: USE OF CSP FUNDS		
Use of the grant funds for the approved budget categories.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Providing one-time, startup costs associated with providing transportation to students to and from the charter school. (Describe approved use and approach below.)	☐ Yes ☐ No ☒ Not applicable	☐ No concerns regarding use of funds in this category (explain below). ☐ Unique uses of funds identified (explain below). ☐ Specific guidance on this topic provided by the SEA to subgrantees (explain below). ☐ Allowable, allocable, or reasonable use issues identified (explain below).

Sources: *RE_Written Notification – CSP Flexibilities – WA, New School Application for 2019 FINAL 09.19, Allowable Expenses sheet, 2018 New Schools Orientation Guide Final, FINAL CSP RFP 2017-18 1.1, CSP Webinar for 2018 Applicants 10.25.17, Impact Budget 3.6.18, Atlas Budget 3.6.18, SLA Budget 3.6.18, Olympus Budget 3.6.18, Sierra Budget 3.6.18, Spokane Public Schools Charter RFP 2017 1.1, iGrants -- Impact PSE Goals and Budget, Attachment 35*

Indicator 3.6: LEA DEDUCTIONS. The State ensures that the LEA does not deduct funds for administrative expenses or fees unless the eligible applicant enters voluntarily into an administrative services arrangement with the relevant LEA.

Table 3.6: LEA DEDUCTIONS

SEA efforts to ensure LEA deductions are appropriate.	Implementation Issue?	Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.
Inform LEAs and subgrantees regarding the LEA's ability to deduct administrative expenses or fees.	☐ Yes ☐ No ☒ Not applicable	☐ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). Subgrant funds flow directly to subgrantees.
Ensure any deductions are mutually agreed upon and voluntary.	☐ Yes ☐ No ☒ Not applicable	☐ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). Subgrant funds flow directly to subgrantees.
Identify and resolve concerns related to LEA deductions from grant funds.	☐ Yes ☐ No ☒ Not applicable	☐ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). Subgrant funds flow directly to subgrantees.

Sources: *Public Charter Schools Frequently Asked Questions*

Indicator 3.7: TRANSFER OF STUDENT RECORDS. The SEA ensures that a student's records and, if applicable, individualized education program (IEP) accompany the student's transfer to or from a charter school in accordance with Federal and State law.

Table 3.7: TRANSFER OF STUDENT RECORDS.		
SEA efforts to ensure timely transfer of student records.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Inform LEAs and charter schools about their responsibilities to transfer student records, including IEPs.	☐ Yes ☒ No ☐ Not applicable	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). Included in each Washington charter contract are stipulations that the charter holder is responsible for following all applicable State laws. The Washington State Charter School Commission Contract states that the school must comply with all applicable law and Commission record keeping requirements and that records must be maintained in accordance with governing document retention periods set out by the Secretary of State. Those provisions remain in effect until the complete and successful transfer of records to the appropriate successor. RCW 28A.225.330 is the State law regarding enrolling students from other districts, requests for information and permanent records, withheld transcripts, immunity from liability, notification to teachers and security personnel and rules. It states that the enrolling school must request a transcript from the previous school for a student wishing to enroll and that the information shall be transmitted within two school days after receiving the request and that the records should be sent as soon as possible. WAC 392-172A-03105 provides requirements for when IEPs must be in effect, including in the case of transfer, which ensure FERPA and FAPE are followed. Subgrantees visited were aware of their responsibility to transfer and receive records and IEPs.

Table 3.7: TRANSFER OF STUDENT RECORDS.		
SEA efforts to ensure timely transfer of student records.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Ensure student records, including IEPs, are transferred according to State laws and guidelines.	☒ Yes ☐ No ☐ Not applicable	☐ Implementing as proposed or necessary (explain below). ☒ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☒ Promising practice(s) identified (explain below). Subgrantees indicated problems receiving records, including IEPs, and there were no clear processes in place by the State to ensure records were being transferred in accordance with the law. However, the State has a strong system to improve records access. OSPI provides subgrantees with a Student Records Exchange Users Guide, a guide to an application referred to as CEDARS (Comprehensive Education Data and Research System) within the EDS system that allows schools to immediately access some transfer student data. This data, depending on what has been reported to CEDARS, can include student information (demographics, district enrollment, school enrollment), schedule, assessments, student grade history, attributes and programs, special education, bilingual information, meal status, and absence and discipline. This system is meant to supplement, not replace, the student's official transfer documents, and allows schools to get an immediate look at some of the data on incoming students.
Intervene in transfer of student records, including IEPs, when records are not received.	☒ Yes ☐ No ☐ Not applicable	☐ Implementing as proposed or necessary (explain below). ☒ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Table 3.7: TRANSFER OF STUDENT RECORDS.		
SEA efforts to ensure timely transfer of student records.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
		The grantee does not have a formal procedure in place to intervene in the case of missing student records. The grantee told the site visit team that if one of their subgrantees were to express that they had difficulty obtaining student records, OSPI would place phone calls. OSPI does have statutory authority over IEP transfers. WAC 392-172A-03105 provides requirements for when IEPs must be in effect, including in the case of transfer. Subgrantees indicated that record transfer had been problematic for them in some cases, particularly when first opening a school. Subgrantees visited stated that in cases where they had difficulty getting student records from a transferring district, going to the parents was their most effective strategy for getting student records, followed by physically travelling to the school and requesting the physical record. The grantee may consider establishing a written protocol for intervening on the behalf of subgrantees with regards to records transfer.
Ensure that student records are appropriately transferred when a charter school closes.	☐ Yes ☒ No ☐ Not applicable	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). WAC 108-40-160 states that the charter school lead administrator will transfer student records, including grades and evaluation data, IEP materials, immunization records, and parent or guardian information, to student's new school or district of residence within thirty days after the last day of classes. Within five days of the transfer, the lead administrator must provide the Commission, regardless of the school's authorizer, with written verification of the transfer of student records.

Sources: *2016 New Schools Orientation Guide Final, RCW 28A.225.330_ Enrolling students from...teachers and security personnel—Rules, WAC 108-40-160_ Termination protocol re...the charter school lead administrator, StudentRecordExchangeUserGuide2015, WAC 392-172A-03105_ When IEPs must be in effect, EDS and CEDARS- New Charters*

Indicator 3.8: RECORDKEEPING. All financial and programmatic records, supporting documents, statistical records, and other records of grantees and subgrantees related to the CSP grant funds are maintained and retained for grant monitoring and audit purposes.

Table 3.8: RECORDKEEPING.

EDGAR regulations require grantees to:	Implementation Issue?	Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.
Maintain recordkeeping system and practices.	☐ Yes ☒ No ☐ Not applicable	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The grantee and subgrantees are beholden to the WA Records Management Policy and Procedure as specified in statute in RCW Chapter 40.14 and WAC 434-662. They are required to maintain a State-approved Records Retention Schedule. The records retention schedule provides detailed guidance on which student and school-related records must be retained, for what period, and how to dispose of them at the end of the period. Subgrantees are also beholden to record keeping requirements in their charter contract with their authorizers. The grantee maintains CSP financial and program records. All files are kept electronically on the OSPI shared drive, accessible only by the Project Director, Grant Coordinator, and shared with various fiscal offices when appropriate, such as when entering subgrantee budgets into the EDS system. Budget documents are kept on the shared drive as well as in the iGrants system, where they are used to populate allowable drawdown categories for subgrantees. The grantee provided evidence of their recordkeeping practices through their document sharing before and during the visit. Original applications, budgets, and policy guides were made available to the site visit team.

Table 3.8: RECORDKEEPING.		
EDGAR regulations require grantees to:	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Follow records retention policy and practices.	☐ Yes ☒ No ☐ Not applicable	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The grantee provided evidence of appropriate recordkeeping systems and practices in the documentation provided to the site visit team, apart from the budget. The grantee follows State law with regards to record retention and maintains the appropriate grant-management files. Subgrantees visited showed appropriate grant-related record keeping.

Sources: *Records Management Policy and Procedure, Records Retention Schedule, Copy of OSPI CSP Budget- 3.20.17l, Washington CSP Grant Revised APRAll Sections 5.31.17, ED PO Email 1.5.17-9.19 16(s), Records Retention Schedule, iGrants—Impact PSE Goals and Budget, Impact PSE GAN, Impact PSE LEA Email 9.28.17, Impact PSE Email 1.27.17, SIA Budget, SIA GAN, Weighted Lottery Request Check—Revised, Summit Correspondence 5-17, Summit Sierra GAN, Summit Olympus GAN, Summit Atlas GAN*

Indicator 3.9: COMPLIANCE WITH GRANT CONDITIONS. The SEA has no significant compliance issues with Federal statutes, regulations, and the terms and conditions of the grant.

Table 3.9A: COMPLIANCE WITH GRANT CONDITIONS.		
SEA efforts to meet the terms and conditions of the grant.	**Implementation Issue?**	**Detailed Information – Provide a detailed narrative about the grantee's approach.**
Comply with grant conditions and adhere to restrictions. ☐ Not applicable. The State does not have special conditions placed on the grant.	☒ Yes ☐ No ☐ Not applicable	☐ Implementing as proposed or necessary (explain below). ☒ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The grantee was complying with four of its five specific conditions at the time of the visit. OSPI did not yet have procedures in place to ensure subgrantee audits were filed with their authorizer within 12 months of the end of the fiscal year for the duration of the grant period (Specific Condition 2). See below for additional detail.
Identify and resolve instances of noncompliance. ☐ Not applicable. The State does not have special conditions placed on the grant.	☐ Yes ☒ No ☐ Not applicable	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The grantee has communicated with ED and responded to grant conditions to resolve some issues of noncompliance, including proactive communication to avoid noncompliance surrounding lotteries. See below for additional detail.
Ensure performance reports are timely and of acceptable quality.	☐ Yes ☒ No	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below).

Table 3.9A: COMPLIANCE WITH GRANT CONDITIONS.		
SEA efforts to meet the terms and conditions of the grant.	**Implementation Issue?**	**Detailed Information – Provide a detailed narrative about the grantee's approach.**
		☐ Promising practice(s) identified (explain below). The grantee submitted APR Year 1 to ED with an extension that was granted by ED. The APR was approved by their Program Officer.
Ensure timely and reasonable access to grant records and key personnel for monitoring purposes.	☐ Yes ☒ No	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The grantee provided the site visit team reasonable and timely access to records and personnel for the site visit.

Sources: *Washington CSP Grant Revised APRAll Sections 5.31.17, High quality academically poor performing charter schools definitions, Waiver Approval SLA 1.25.18*

Table 3.9B: COMPLIANCE WITH GRANT CONDITIONS – Specific Conditions. Detailed Information.	
Approach to ensuring that special or high-risk conditions of the grant are met.	**Provide detailed narrative about the grantee's current approach.**
Specific Condition 1 The grant award includes funding in the amount of [redacted] for budget period 1 and [redacted] for budget period 2. The grantee may not obligate or disburse budget period 2 funds prior to the start of that budget period. The grantee must maintain expenditure records and track funds and activity separately for each of the three years under the grant. In FY 2017, the grantee will be awarded the remaining [redacted] for budget period 2 contingent on satisfactory performance.	Subgrants were not awarded until budget period two. Subgrantees are slated to do their first drawdown in March 2018, so there is no practical way that budget period two funds could have been drawn down in budget period one. Administrative costs of the grantee were drawn down properly in budget period one from funds for that budget period. The funds were kept from being co-mingled by their budget category status in iGrants, which is how funds and activities are tracked at the State.
Specific Condition 2 In accordance with Absolute Priority 2 of the FY 2016 NIA, the Washington Department of Education (Washington) must ensure that annual audits for each charter school receiving a CSP subgrant are filed with the authorizer no later than 12 months after the	This condition had not been resolved at the time of the site visit. While 12 months since the end of the first fiscal year during the grant had not elapsed, the grantee did not yet have policies or procedures in place to ensure annual audits were received on time by authorizers. Additionally, at the time of the site visit, the deadline for submission of 2016-17 audits with

Table 3.9B: COMPLIANCE WITH GRANT CONDITIONS – Specific Conditions. Detailed Information.	
Approach to ensuring that special or high-risk conditions of the grant are met.	**Provide detailed narrative about the grantee's current approach.**
end of the State's fiscal year for the duration of the grant.	authorizers had not yet occurred. State law requires charters to filed independent audits annually with their authorizer.
Specific Condition 3 Prior to approving the use of weighted lotteries by charter school subgrantees under the CSP grant award (U282A160017), Washington must submit to the Department current information demonstrating that State law permits the use of weighted lotteries consistent with applicable Federal laws and regulations and must receive written approval from the Department to move forward.	ED approved OSPI's grant application amendment for a subgrantee to use a weighted lottery policy, submitted on September 11, 2017 and approved on January 25, 2018. No other weighted lotteries are in use by subgrantees.
Specific Condition 4 By November 1, 2016 the State must provide the specific alternative definitions for "High-Quality Charter School" and "Academically Poor Performing Charter School" that they propose to use and a written explanation of how the proposed definition is at least as rigorous as the standard outlined in the definition provided in the FY 2016 NIA.	On November 1, 2016 the grantee corresponded with their ED program officer to provide the requested specifications. OSPI is using a similar definition to the FY 2016 NIA that falls in line with State statute on their Performance Framework's performance indicators and the Washington Achievement Index's performance indicators.
Specific Condition 5 The total recommended award amount is based on the projected number of subgrants Washington expects to award, as estimated in the approved application. The Department reserves the right to reduce continuation award amounts based on performance, and actual need for additional funding. Washington should consider the possibility of a reduction in continuation funding when incurring administrative costs under the grant.	The grantee is aware that their funding may be reduced in continuation of the grant and, to date, has been incurring administrative costs at a rate of 4.9 percent.

Sources: *Special Terms and Condition 09272016, High quality academically poor performing charter schools definitions, Waiver Approval SLA 1.25.18, Impact Budget 3.6.18, Atlas Budget 3.6.18, SLA Budget 3.6.18, Olympus Budget 3.6.18, Sierra Budget 3.6.18, Washington CSP Grant Revised APRAll Sections 5.31.17, Copy of OSPI Budget- 3.20.17l, Correspondence with SLA Weighted Lottery*

4. OVERSIGHT OF CHARTER SCHOOL AND MANAGEMENT ORGANIZATION RELATIONSHIPS

This section of indicators is provided to assist SEAs to assess their own policies, practices, and procedures to ensure that charter school and management organization conditions do not promote the risks identified in the *Nationwide Assessment of Charter and Education Management Organizations Final Audit Report, ED-OIG/A02M0012, September 2016* as it pertains to CSP funds. Additionally, this section of indicators is intended for SEAs to use when requesting information from the CMOs and EMOs in their state, such as data submitted through the U.S. Department of Education ED*Facts* submissions.

- Monitor the relationships between charter schools and management organizations, including financial risk, lack of accountability over public funds, and performance risks
- Ensure accurate, complete, and reliable charter school data collected for ED*Facts* data files

Indicator 4.1: MITIGATING RISK OF CHARTER SCHOOL RELATIONSHIPS WITH MANAGEMENT ORGANIZATIONS. The SEA monitors charter schools and their management organizations to mitigate risks associated with those relationships, with respect to 1) financial risk; 2) accountability over federal funds; and 3) performance risk.

Table 4.1: Mitigating Risk of Charter School Relationships with Management Organizations

Risk Area	Are policies, practices, or procedures in place?	Summary - How does the SEA monitor, assess, and mitigate risk between charter schools and management organizations?
Operating Responsibilities: How does the SEA ensure the relationships between charter school and their management companies mitigate risk?		
Fiscal authority – charter school boards should not cede fiscal authority to management organizations	☒ Yes ☐ No	Washington State statutes contain a section on charter school board powers (28A.710.030) which identifies the responsibilities of a charter school board, including that the board enter 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, pupil transportation services, and for the management and operation of the charter school, provided that the charter board maintains oversight authority over the charter school. Yet, due diligence reports completed by NACSA for three CMO charter schools—two of which were visited during the site visit—expressed concerns regarding the schools' fiscal authority. For example, the reports questioned why the Washington board of the Summit schools must seek Summit CMO's approval before it borrows in excess of $25,000 or enters any contract in excess of $25,000. These concerns suggest that the segregation of duties was skewed, such that the Washington Summit board did not have sufficient fiscal authority.
Accountability over public funds – recipients are required to have internal controls to properly account for and spend Federal and other public funds	☒ Yes ☐ No	Washington State statutes (28A.710.040) require charter schools to 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. The CSP RFP for 2017-2018 also requires a subgrantee applicant to provide assurance of State statute 28A.710.040 as well as an assurance that it will comply with applicable reporting requirements to receive State or Federal funding that is allocated based on student characteristics.
Performance risk – charter school boards should not cede operational authority to management organizations	☒ Yes ☐ No	State statutes contain a section on charter school board powers (28A.710.030) which identifies the responsibilities of a charter school board, including that the board may hire, manage and discharge charter school employees in

Table 4.1: Mitigating Risk of Charter School Relationships with Management Organizations		
Risk Area	**Are policies, practices, or procedures in place?**	**Summary - How does the SEA monitor, assess, and mitigate risk between charter schools and management organizations?**
		accordance with the statutes and the school's charter contract, as well as the ability to enter into contracts with any school district, educational service district, or other public entity for educational services and for the management and operation of the charter school, as long as the board maintains oversight authority over the charter school. NACSA's due diligence reports suggest concerns regarding the relationship between Summit CMO and the three Washington schools it oversees. Summit CMO has three charter schools in Washington under the purview of one board, which is the Washington (WA) Summit Board. The board consists of seven members, and there are no parents on the board. The reports raise concerns regarding the extensive control that Summit CMO and the California (CA) Summit Board have over several key functions of both the WA Summit Board as well as the Summit charter schools in Washington State. For example, the CA Board appoints and has the power to remove the WA Board members. Also, only the CA Summit Board may amend the WA Summit bylaws.
<u>Internal Controls</u>: How does the SEA ensure that a charter school's internal controls are sufficient to mitigate risk?		
Conflict of interest policies	☒ Yes ☐ No	State statutes indicate that charter applicants must disclose and explain any existing or potential conflicts of interest between the charter school board and proposed service providers or any affiliated business entities. The New Charter School Application requires that applicants submit a conflict of interest policy. Authorizer contracts include the school's conflict of interest policy. Additionally, contracts include a board member disclosure form, which contains questions regarding conflicts of interest, such as indicating whether the person, their spouse, or anyone in their immediate family is or plans to do business with the school or whether they are conducting any business with a contractor who is conducting business with the school. The disclosure form must be signed by each board member. The CSP RFP for 2017-2018 contained two assurances regarding conflict of interest: the charter school must disclose any real, potential, or perceived conflicts of interest that could impact the approval or operation of the charter school (Assurance 36), and board members must complete financial affairs statement disclosures as

Table 4.1: Mitigating Risk of Charter School Relationships with Management Organizations		
Risk Area	**Are policies, practices, or procedures in place?**	**Summary - How does the SEA monitor, assess, and mitigate risk between charter schools and management organizations?**
		required by law and address and conflicts identified in that disclosure (Assurance 47).
Segregation of duties policies	☐ Yes ☒ No	The State does not have practices, policies, or procedures regarding segregation of duties.
Related-party transactions	☐ Yes ☒ No	The State does not have practices, policies, or procedures regarding related-party transactions.
<u>Financial Risks</u>: How does the SEA ensure that charter school and management company policies do not pose a financial risk?		
Waste, fraud, and abuse – recipients must maintain policies that ensure against the waste, fraud, or abuse of public funds	☒ Yes ☐ No	The Commission utilizes a set of compliance-related standards, which it co-developed with NACSA, to assess the organizational and fiscal capacity of its charter schools. These standards are found in two Commission documents: the Organizational Performance Framework (OPF) and the Financial Performance Framework (FPF). These documents were created to lay out the legal requirements for charter schools with regard to Washington's laws, rules, regulations, and charter contract(s). The OPF includes a section titled "Financial Management and Oversight" and indicates that charter schools are public organizations that use public funds, and the Commission is the entity charged with ensuring that schools are responsible stewards of those funds. Additionally, the OPF states that the Commission has the responsibility to protect the public's interest and must evaluate the extent to which the charter school is responsibly managing its finances. The measure requires that auditors evaluate an organization's financial statements and processes against Generally Accepted Accounting Principles.
Procurement standards – recipients must use their own procurement procedures that reflect applicable state and local laws, provided that procurements conform to applicable Federal law	☒ Yes ☐ No	Subgrantees have individual procurement practices in place. Additionally, the CSP RFP for 2017-2018 indicates that applicants must be familiar with procurement principles laid out in the Uniform Guidance.
Management organization contracts – management contracts should ensure that governing boards retain control over funds and operations	☐ Yes ☒ No	The Commission's charter contract includes provisions in "Section 5.19 Third-Party Education Service Provider Contracts" that require prior approval from the Commission before a contract is executed with an ESP and stipulate the school will remain responsible and accountable for its legal and contractual obligations. These requirements are not applicable to CMO contracts, however; no provisions are detailed for those contracts. The contract between Summit CMO and one subgrantee identifies the scope of services provided by the CMO but

Table 4.1: Mitigating Risk of Charter School Relationships with Management Organizations		
Risk Area	**Are policies, practices, or procedures in place?**	**Summary - How does the SEA monitor, assess, and mitigate risk between charter schools and management organizations?**
		does not contain language regarding the governing board's responsibilities or control over funds and operations. NACSA's due diligence reports of the three CMO subgrantees discuss concerns regarding the extensive control that Summit CMO and the California Summit Board have over several key functions of both the Washington Board as well as the Summit charter schools in Washington State. The reports question the mechanisms that the authorizer will put in place to ensure that the negotiations of the Service and Licensing Agreement will be an arm's length negotiation.
Misuse of funds – recipients of Federal and other public funds are required to ensure they have internal controls to prevent putting funds at risk for misuse	☒ Yes ☐ No	As mentioned above, the OPF stipulates that charter schools must follow Generally Accepted Accounting Principles. In monitoring for compliance with this element, auditors specifically investigate whether schools are utilizing internal controls and processes that are in line with these principles.
<u>Federal Funding Sources</u>: Can the SEA connect and track each charter school in the State to each Federal-funding source?		
Title 1 Formula grant: --Improving Basic Programs Operated by Local Educational Agencies *(Catalog of Federal Domestic Assistance 84.010)*	☒ Yes ☐ No	The grantee reported that it can track charter schools to Title I funds through iGrants database at OSPI.
SIG Formula grant: --School Improvement Grants (*Catalog of Federal Domestic Assistance 84.377*)	☒ Yes ☐ No	The grantee reported that it can track charter schools to SIG funds through the iGrants database at OSPI.
IDEA Formula grant: --Individuals with Disabilities Education Improvement Act of 2004, Part B (*Catalog of Federal Domestic Assistance 84.027)*	☒ Yes ☐ No	The grantee reported that it can track charter schools to IDEA funds through the iGrants database at OSPI.
CSP Discretionary grants: --State Entity Grants (Catalog of Federal Assistance 84.282A) former State Educational Agency (SEA) under NCLB --Non-State Entity Grants (Catalog of Federal Assistance 84.282B)	☐ Yes ☒ No	The grantee did not have procedures in place to track CSP grants to Non-SE charter schools.

Table 4.1: Mitigating Risk of Charter School Relationships with Management Organizations		
Risk Area	**Are policies, practices, or procedures in place?**	**Summary - How does the SEA monitor, assess, and mitigate risk between charter schools and management organizations?**
former Non-State Educational Agency Grant under NCLB --CMO Grants, Charter School Replication and Expansion Grants (Catalog of Federal Domestic Assistance 84.282M)		

Sources: *Chapter 28A.710 RCW (28A.710.030 & 28A.710.040), CMO Due Diligence Summit 01.03.14, WSCSC Due Diligence Report Summit Final 06.17.15, Final CSP RFP 2017-2018 1.1, WSCSC 2017 New Charter School Application, WSCSC 2018 New Charter School Application, Summit Atlas Charter Contract Final 06.02.2016, Summit Olympus New Contract Final 06.02.2016, Summit Sierra New Contract Final 06.02.2016, Chapter 108.30 WAC Performance Framework 2.1, WSCSC Approved Organizational Framework, WSCSC Approved Financial Framework, Sierra 17-18 Service Agreement*

Indicator 4.2: OVERSIGHT OF ED*FACTS* DATA COLLECTION FOR MANAGEMENT ORGANIZATIONS. The SEA ensures accurate, complete, and reliable charter school data is collected for ED*Facts* data files.

Table 4.2: OVERSIGHT OF ED*FACTS* DATA COLLECTION FOR MANAGEMENT ORGANIZATIONS		
ED*Facts* Files	**Is this data currently collected throughout the state?**	**Summary – What, if any, are the existing data sources for these elements? How is the SEA collecting and reporting this data?**
C190 — Charter Authorizer Directory: Can the State connect each charter school in their State to the authorizers from the Charter Authorizer Directory?		
C190 - Can the State connect each charter school in the state by type of authorizer from the Charter Authorizer Directory? (ED*Facts* data collection, Charter Authorizer Directory, file spec C190)	☒ Yes ☐ No	OSPI's Information Technology Services collects this data from the Commission, for all charter schools in the State. OSPI uses an Excel spreadsheet to organize this data.
C196 — Management Organizations Directory: Does the State collect the following information on all CMOs and EMOs that operate charter schools?		
Management Organization Name	☒ Yes ☐ No	OSPI's Information Technology Services collects this data from the Commission, for all charter schools in the State. OSPI uses an Excel spreadsheet to organize this data.
Organization Employer Identification Number (EIN)	☒ Yes ☐ No	OSPI's Information Technology Services collects this data from the Commission, for all charter schools in the State. OSPI uses an Excel spreadsheet to organize this data.
Organization address location	☒ Yes ☐ No	OSPI's Information Technology Services collects this data from the Commission, for all charter schools in the State. OSPI uses an Excel spreadsheet to organize this data.
Organizations address mailing	☒ Yes ☐ No	OSPI's Information Technology Services collects this data from the Commission, for all charter schools in the State. OSPI uses an Excel spreadsheet to organize this data.
Organization management type (i.e., for profit, not-for profit, other)	☒ Yes ☐ No	OSPI's Information Technology Services collects this data from the Commission, for all charter schools in the State. OSPI uses an Excel spreadsheet to organize this data.
C197 — Crosswalk of Charter Schools to Management Organizations: Can the State connect the charter schools in their state to the management organizations from the Management Organization Directory described above (FS196)?		
C197 – Crosswalk of Charter Schools to Management Organizations	☒ Yes ☐ No	OSPI's Information Technology Services collects this data from the Commission, for all charter schools in the State. OSPI uses an Excel spreadsheet to organize this data.

Table 4.2: OVERSIGHT OF ED*FACTS* DATA COLLECTION FOR MANAGEMENT ORGANIZATIONS		
C198 — Charter Contracts: Does the State assign and record a unique identification number to the contract (or charter) that authorizes the charter school to operate in the State under the State's charter school legislation? Does the State collect the approval and renewal dates of such contracts?		
C198 — Charter contract ID number	☒ Yes ☐ No	OSPI's Information Technology Services collects this data from the Commission, for all charter schools in the State. OSPI uses an Excel spreadsheet to organize this data.
C198 — Charter contract approval date	☒ Yes ☐ No	OSPI's Information Technology Services collects this data from the Commission, for all charter schools in the State. OSPI uses an Excel spreadsheet to organize this data.
C198 — Charter contract renewal date	☒ Yes ☐ No	OSPI's Information Technology Services collects this data from the Commission, for all charter schools in the State. OSPI uses an Excel spreadsheet to organize this data.
Data Validation		
Data Validation–Can the State validate charter school data submitted to ED*Facts* in file spec (FS) C029-Directory?	☒ Yes ☐ No	ED*Facts* data for the 2016-17 school year is not yet publicly available to independently validate the quality of charter school data submitted. OSPI coordinates with the Commission to address any discrepancies in the data and validates the charter schools' data prior to submission.

Sources: *C196 C197 Data 12.18.2017, C198 Charter Contracts 12.18.2017, Email from WSCSC ED 12.18.17, Washington District Directory 20180208*

V. APPENDICES

APPENDIX A
DATA COLLECTION PROCESS AND METHODOLOGY

The CSP Monitoring Plan is being conducted with the assistance of WestEd (Contract # ED-OII-15-C-0051). The plan assesses grantee performance and compliance using indicators based on Federal statute, EDGAR, non-regulatory guidance, and application requirements. A monitoring handbook was provided to the grantee in advance of the site visit and used to guide the monitoring process. The monitoring handbook specifies each monitoring indicator, its statutory or other sources, criteria for meeting each indicator, guiding questions, and acceptable evidence.

In conducting this comprehensive review, the monitoring team carried out a number of major activities. These included:

- Reviewing key background documents provided by ED on the State's CSP grant, including the grant application, grant award notice, and annual performance reports
- Researching and synthesizing other available information about the State grantee's charter school program including relevant statutes; reports and evaluations; newspaper articles; and other data from government, research, and advocacy organizations
- Consulting with ED prior to the site visit about issues of special concern in the State grantee's administration of the CSP
- Arranging the site visit in coordination with State and charter school officials to identify State officials for interviews and select subgrantees to visit
- During the site visit interviews, collecting evidence of the State grantee's compliance or performance with respect to each indicator. Materials and artifacts were collected from the grantee to document compliance with Title V, Part B Public Charter Schools Program statutes, regulations, and guidance
- Analyzing the evidence obtained and collecting any follow-up information necessary to produce this report

The Washington site visit took place over four days, from Monday, March 5 to Thursday, March 8, 2018. The site visit team was accompanied by the ED Program Officer. For the first two days, the site visit team met with staff from OSPI as well as representatives from the two authorizing organizations. The team met with the following OSPI staff: the CSP Project Director and Grant Coordinator, the Program Director of Consolidated Program Review, the Director of Federal Fiscal Policy, the Grants Management Supervisor, and a Budget Analyst. Staff from the Commission were: the Executive Director, the Deputy Director, and Director of the New School Application. The three staff from Spokane Public Schools were: the Director of the Department of Innovation, the Accounting Supervisor, and a Staff Accountant. On Wednesday and Thursday of that week, the site team visited three charter schools that received subgrants:

- Summit Sierra Charter School – The school originally opened in 2015, lost its charter school status due to changes in State law, then re-opened as a charter school in 2016. It currently serves grades 9 through 11 and plans to expand to grade 12. In 2017-2018, there were 301 students enrolled. Summit Sierra's educational approach emphasizes personalized learning with the goal of preparing students for success in college.
- Summit Atlas Charter School – The school opened in 2017 and currently serves grades 6 and 9; the school will be adding grades annually until they are fully operational with grades 6 through 12. In 2017-2018, there were 175 students enrolled. Summit Atlas's educational approach emphasizes personalized learning with the goal of preparing students for success in college.
- Spokane International Academy – The school originally opened in 2015, lost its charter school status due to changes in State law, then re-opened as a charter school in 2016. It currently serves grades K through 8 (excluding 4th). In 2017-2018, there were 406 students enrolled. The school is a candidate for the International Baccalaureate program, both Primary Years Programme (PYP) and Middle Years Programme (MYP).

This report is an analysis and assessment of the data, grant award documents, interviews, and information gathered prior to, during, and following the site visit to the State grantee. Findings in this report reflect the monitoring team's observations and conclusions about the State grantee's compliance and performance under the CSP grant from the beginning of the current grant period to the time of the site visit. Source documentation is noted within each indicator table. Additional notable documents (i.e., those that are related to identified promising practices or implementation issues) are identified below in Appendix B.

A draft copy of the monitoring report is provided to the grantee for review, with a request for technical edits and corrections accompanied by supporting documentation. The grantee's response is included as an appendix to this report and carefully considered before the monitoring report is finalized. Hence, the final report will take into consideration the grantee's response as well as all of the other evidence gathered during the monitoring process.

The main purpose of the grantee review process is to make the report as accurate as possible. Grantee responses are used to clarify or correct details about policies, practices, or procedures occurring up to the time of the site visit and may result in revisions to observations and ratings, if justified. However, if the grantee submits evidence of new or changed policies, practices, or procedures that occurred after the site visit, that information will not be reflected in the report findings and will only be included in the appendix. This additional information would be beyond the scope of the monitoring visit and would therefore not influence any observation or rating.

APPENDIX B
LIST OF NOTABLE DOCUMENTS

SECTION 1: SUBGRANT APPLICATION AND AWARD PROCESS

None

SECTION 2: CHARTER SCHOOL PROGRAM AND CHARTER SCHOOL QUALITY

WSCSC Approved Organizational Framework
WSCSC Approved Financial Framework

SECTION 3: ADMINISTRATIVE AND FISCAL RESPONSIBILITIES

None

SECTION 4: OVERSIGHT OF CHARTER SCHOOL AND MANAGEMENT ORGANIZATION RELATIONSHIPS

WSCSC Due Diligence Report Summit Final 06.17.15
CMO Due Diligence Summit 01.03.14
(See WSCSC Organizational Framework and Financial Framework in Section 2 above)

Grantee Comments

SUPERINTENDENT OF PUBLIC INSTRUCTION

Chris Reykdal Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · http://www.k12.wa.us

MEMORANDUM

To: WestEd and the US Department of Education

From: Dierk Meierbachtol, Charter School Program Project Director
Krystal Starwich, Charter School Program Grant Coordinator

Date: June 14, 2018

Subject: Technical Edits and Corrections to the Draft Charter Schools Program Monitoring Report

This memo serves to summarize the technical edits and corrections proposed by the Charter School Program (CSP) grant staff from Washington's Office of Superintendent of Public Instruction (OSPI). Overall, staff found the draft report to be an accurate representation of the Charter School Program, the Washington State charter sector, and the authorizing and oversight process. A minimal amount of clarification is requested. The findings and suggested areas of needed technical assistance provide an excellent road map for the CSP staff who will begin work on a comprehensive plan to address the issues presented in the report.

Summary of technical edits and corrections:

- Page 2
  - Background Information on Grantee
    - Remove "Charter Authorizer" after Spokane Public Schools in identifying the state's one LEA authorizer.
- Page 3
  - Law Policy Changes Since Grant Application
    - As a result of the new charter school law, charter schools signed new contracts beginning in the 2016-2017 school year, which effectively reset the 5-year contract cycle.
    - Charter schools are eligible for State special education funding like any other public school.
    - Oral arguments were heard by the State Supreme Court on May 17, 2018.
  - Charter School Office Structure
    - The approved budget reflects a third staff member who provides minimal administrative assistance.
- Page 4
  - Charter Sector
    - Table: Of the 8 schools currently in operation in the Seattle-Tacoma Metro area, 6 are operated by CMOs and 2 are run by independent operators.
  - Charter Schools Program Grant

        - One school has received a planning grant; the other four received implementation grants as they were already in operation.
- Pages 17 & 18
    - Table 1.3A: Definition of Charter School
        - (L)- The report indicates that the student performance measurements are not included in the written performance contract. While the standards and specific student assessments used are not explicitly defined in the performance contract, both state law and the contract provide that charter students are required to take the same state assessments as any other public school student. Additionally, performance is measured against the academic performance framework which is included as part of the charter contract.
        - OSPI's CSP grant staff are requesting a follow-up conversation with the monitoring team to clarify the difference between the standardized performance measures and the schools' mission-specific goal targets as the two appear to be used interchangeably in the draft report.
        - Updated ESSA-aligned performance frameworks are being included with this memo. While they had not been approved at the time of the monitoring visit, they were approved shortly thereafter and have been used to assess the performance of the charter schools in the 2016-17 school year.
- Page 19
    - Table 1.3B Definition of Charter School
        - The Washington State Charter School Commission denied the original weighted lottery request for an ELL preference because the Commission determined that it could potentially violate another state law, RCW 49.60.400.
- Page 31
    - Table 2.1B Quality Authorizing Practices
        - New School Application training is provided by both authorizers. The Washington State Charter School Association, a private membership organization, may provide training regarding the application, particularly for participants in their school incubation program. However, the SEA cannot speak to the quality or contents of the training and is therefore hesitant to have it included in the monitoring report.
- Page 43
    - Table 2.5 Subgrantee Monitoring
        - The authorizers do not monitor the schools in relation to their CSP subgrants, though they do monitor the overall financial health of the organization which may include subgrant support. The authorizers monitor charter schools to ensure that they are in compliance with the charter contract and the three performance frameworks. OSPI's CSP Grant Coordinator monitors CSP-related activities and

expenditures. Lastly, OSPI monitors for all federal programs and a variety of state-funded programs. Each monitoring schedule and protocol is distinct.

- Page 54
  - Table 3.1 State-Level Strategy and Vision
    - Washington State law continues to require monitoring and evaluation across three performance *frameworks.* Each framework contains multiple indicators.
- Page 59
  - Table 3.2 Federal Programs and Funding
    - EDS and iGrants are two separate systems. Schools apply for funding through iGrants. Reporting and submission for reimbursement are done through the EDS system.
- Page 97
  - Appendix A
    - Summit Atlas opened with grades 6th and 9th. They will expand to serve 6th-12th over the next several years.

The CSP grant management staff welcomes any further discussion regarding these requested changes and will gladly provide any additional supporting documentation if the monitoring team finds it necessary. As mentioned in the summary of edits, the CSP staff would like to have a follow-up conversation regarding performance measures within the charter contract in order to clarify how multiple documents support school accountability.

Washington State Office of Superintendent of Public Instruction

Charter Schools Program

Monitoring Report

Draft Report

Prepared for the

U.S. Department of Education

Date: May 2018

Submitted by WestEd

May 2018

ED-OII-15-C-0051
Option Period 2

This document was produced in whole with Federal funds from the U.S. Department of Education under contract with WestEd, number ED-OII-15-C-0051. Patricia Kilby-Robb is the Contract Officer's Representative (COR) for this project, patricia.kilby-robb@ed.gov. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

This document includes all indicators that were used for the 2016-2017 State Educational Agency (SEA) monitoring activities. These indicators were developed under the Elementary and Secondary Education Act (ESEA), as amended by No Child Left Behind Act (NCLB) (20 USC 7221-7221i). This version of the protocol has been updated based on the *Nationwide Assessment of Charter and Education Management Organizations Final Audit Report, ED-OIG/A02M0012, September 2016.*

For fiscal year 2017 and thereafter, ESEA has been amended by the Every Student Succeeds Act (ESSA), (20USC 7221-7221i). In fiscal year 2018, the indicators contained herein will be updated to reflect the ESSA language and in accordance with Charter Schools Program (CSP) priorities for monitoring of fiscal year 2017 and subsequent SE grantees.

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CONTENTS

I. Introduction **1**

II. Background Information on Grantee **2**

Charter Context, Structure, and Size 2

Charter Schools Program Grant 4

III. Indicator Performance Summary **5**

IV. Findings **8**

1. Subgrant Application and Award Process 8
2. Supporting High-Quality Charter Schools 25
3. Administrative and Fiscal Responsibilities 53
4. Oversight of Charter School and Management Organization Relationships 88

V. Appendices **96**

Appendix A Data Collection Process and Methodology 96

Appendix B List of Notable Documents 98

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I. INTRODUCTION

Monitoring is the regular and systematic examination of a grantee's administration and implementation of a Federal education grant, contract, or cooperative agreement administered by the U.S. Department of Education (ED). Monitoring the use of Federal funds has long been an essential function of ED. ED monitors programs under the general administrative authority of the U.S. Department of Education Organization Act. Section 80.40(e) of Education Department General Administrative Regulations (EDGAR) also permits ED to make site visits as warranted by program needs.

ED policy requires every program office overseeing discretionary or formula grant programs to prepare a monitoring plan for each of its programs. The plans are designed to link established monitoring to achieving program goals and objectives; adhering to laws, regulations, and assurances governing the program; and conforming to the approved application and other relevant documents. Each principal office monitors (1) for results; (2) to ensure compliance with the law; and (3) to protect against waste, fraud, and abuse.

The purpose of the Charter Schools Program (CSP) Monitoring Plan is to assess the extent to which grantees are implementing their approved grant projects in compliance with Charter Schools Program statutes, regulations, and guidance. The CSP monitoring objectives are threefold:

- Increase CSP fiscal and programmatic accountability at State and local levels
- Support and improve grantee capacity in carrying out the purpose of the CSP through the timely and efficient administration of Federal funds awarded under this program and other Federal education programs
- Assist grantees with the planning and implementation of high-quality charter schools

Thus, monitoring serves not only as a means for helping grantees achieve high-quality implementation of their CSP grant project, it also helps ED to be a better advisor and partner in that effort. CSP monitoring efforts are designed to focus on the results of grantees' efforts to implement critical requirements of the CSP using available resources and guidance. Information and data from grantee monitoring also assist to inform the program's performance indicators under the Government Performance Results Act.

II. BACKGROUND INFORMATION ON GRANTEE

CHARTER CONTEXT, STRUCTURE, AND SIZE

BASIC CHARTER PROVISIONS

The addition of charter schools to the education landscape in Washington State is a relatively new development. Though ballot initiatives seeking to authorize charter schools began as far back as 1996, it was not until 2012 when Initiative I-1240, establishing charter schools in Washington, was finally approved by voters. The subsequent law, 28A.710 RCW, was shortlived, however. In September 2015, the Washington State Supreme Court ruled the Charter School Act was unconstitutional as charter schools failed to meet the definition of common schools which are required to have elected boards. Given this, charter schools were required to cease operations as of December 10, 2015. For the remainder of the 2015-16 school year, some charter schools already operating became alternative learning experience (ALE) programs under the Mary Walker School District. Concurrently, charter school supporters appealed to the State legislature to clarify the language of the original bill and eliminate the constitutional concerns regarding funding for common schools. The new law, Senate Bill 6194 (E2SSB 6194), took effect on April 3, 2016 and re-enacted the prior charter school law with amendments to address the Court's ruling. It stipulated that charter schools are public schools but not common schools and therefore cannot receive State funds that are constitutionally limited to common schools. The law established funding for charter schools from the Washington Opportunity Pathways Account, a dedicated account funded from the State lottery. Charter schools resumed operating in Washington for the 2016-17 school year.

There are two types of authorizers in Washington: Local Educational Agencies (LEAs) and the Washington State Charter School Commission (Commission). Currently, there is only one LEA serving as a charter school authorizer, the Spokane Public Schools Charter Authorizer. Charter schools can be startups but not public school conversions; charter schools serve as their own LEA for fiscal purposes, for the provision of special education services, and regarding compliance with other federal regulations. There is a State cap on the growth of charter schools of eight per year or no more than 40 in five years (through 2020-21 school year). If fewer than eight schools are established in any year, the balance plus up to eight additional schools may be opened the subsequent year.

Commented [A1]: Technically, this is just Spokane Public Schools. I don't believe they have "Charter Authorizer" in their title.

Basic Components	Statute Summary
Charter Types	New starts (independent or part of a CMO)
Authorizer Types (e.g., SEA, LEA, IHE, non-profit)	LEA and statewide commission
LEA Status (e.g., own LEA or part of traditional LEA)	Own LEA
Charter Caps	No more than 8 schools per year; max of 40 in 5-year period
Other	

LAW/POLICY CHANGES SINCE GRANT APPLICATION

The initial charter school law was passed in 2012 and was ruled unconstitutional in September of 2015; all authorized schools at the time ceased operations as charter schools by December 2015. ESSB 6194 passed in April of 2016 and authorized charter schools started operations in the 2016-17 school year. The main change in the charter school law was that charter schools are no longer considered "common schools" and are therefore not eligible for additional State special education funding, facilities funds, or tax levy funds. This law has not changed since the grant application, but a second claim of unconstitutionality was currently under review at the time of the site visit by the Washington State Supreme Court.

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Commented [A2]: It may be worth mentioning that the schools were required to sign new contracts, which effectively, restarted the clock on the 5 year contract.

Commented [A3]: Charter schools are eligible for state special ed funding.

Commented [A4]: Oral arguments were heard on May 17, 2018

Previous Law/Policy	Updated Law/Policy	Effective Date (Year or Pending)
E2SSB 6194: established that charter schools are not common schools and have dedicated and distinct funding requirements from common schools.	Court case challenging the constitutionality of this law was filed on August 3, 2016. The King County Superior Court upheld the law as constitutional on February 17, 2017, but the appeals process to the Washington State Supreme Court is still ongoing.	Pending

THE SEA CHARTER SCHOOL OFFICE STRUCTURE

The Charter Schools Program (CSP) at Washington State's Office of Superintendent of Public Instruction (OSPI) consists of two staff members. The position of Project Director is filled by the Chief Legal Officer at OSPI, who has been directing the project since the onset of the grant in fall 2016. Only a small portion of this position is paid for by the grant. The second staff person, the Grant Coordinator, was hired in May 2017. The Grant Coordinator position is a .75 full time equivalent (FTE) position, funded by the grant. The Grant Coordinator also serves in a .25 FTE position at the Washington State Charter School Commission that is funded through State monies.

Commented [A5]: There is a .1 administrative assistant paid for by grant funds as well.

CHARTER SCHOOL SECTOR

At the time of the site visit, the State had 10 charter schools operating through two separate authorizers, with two more schools slated to open in 2018-19. In 2016-2017, public charter schools served 1,897 students, which is .17% of the total K-12 population of public school students in the state.

Major Metropolitan Areas	Number of Schools	Context Notes
Seattle-Tacoma Metro	8	Two charter management organizations (CMOs), GreenDot and Summit Public Schools, operate charter schools in the Seattle/Tacoma metro area.
Spokane	2	

Commented [A6]: There are also two independent operators – SOAR Academy and Rainier Prep.

Only one school has closed in Washington. The school was the first charter school authorized in the state in 2014. It operated as a tuition-free private school for many years before becoming a charter school. When the State's charter school law was found unconstitutional in 2015, rather than converting to an ALE school with the Mary Walker District, the school elected to revert to a private school again. At the time, the school was on probation with the Charter School Commission for budget issues and lack of services for protected groups.

Year	Number of Schools Closed	Reasons for Closure
2015-16	1	School reverted to private school

CHARTER SCHOOLS PROGRAM GRANT

This is OSPI's first CSP grant, totaling $6.97 million dollars to be distributed over three years. OSPI has thus far run one full subgrant competition funding one school with a planning grant. ; OSPI also ran a limited subgrant competition to fund schools that were already in operation, funding four additional schools as implementation grantees.

Commented [A7]: Impact was the only school for whom the CSP subgrant application was included in the larger new school application. The other 4 schools had to submit through the limited subgrant competition.

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Grant Award Number	Award Period	Award Amount	Number of Subgrants Funded
U282A160017	2016-2019	$6,973,684	5 (34 projected over grant)

GRANT ADMINISTRATION ISSUES

ED did not indicate any issues with grant administration. There were five specific conditions placed on the grantee at the time of the award that are included under Indicator 3.9.

PROMISING PRACTICES AND AREAS OF CONCERN FROM PREVIOUS MONITORING

This is the first monitoring of CSP in Washington state.

III. INDICATOR PERFORMANCE SUMMARY

The following table shows the rating and recommendations for each indicator on which the grantees were monitored. The table also provides details about specific issues that affected any rating, promising practices, or some noteworthy highlights. The table is color-coded to provide a quick overview of the grantee's ability to meet the CSP grant requirements. The color-coding key is below the table.

Indicator	Rating	Recommendation	Notes (implementation issues, promising practices, noteworthy highlights)
Indicator 1.1: SUBGRANT APPLICATION DESCRIPTIONS AND ASSURANCES	Largely meets the indicator	Recommended technical assistance	The subgrant application did not include a description of the administrative relationship between the charter school and the authorizer, nor did it include a request and justification for waivers.
Indicator 1.2: ELIGIBLE APPLICANTS	Largely meets the indicator	Recommended technical assistance	The grantee did not have a procedure in place to verify that an applicant had not received another CSP grant.
Indicator 1.3: DEFINITION OF CHARTER SCHOOL	Largely meets the indicator	Recommended technical assistance	Clear guidance on the approval process for weighted lotteries was not provided to subgrantees. Performance contracts did not include a specific description of how student performance will be measured.
Indicator 1.4: PEER REVIEW	Largely meets the indicator	Recommended technical assistance	The grantee was generally implementing its peer review process as proposed; however, reviewer training could be strengthened by providing more background about the CSP grant. Additionally, there were concerns regarding the destruction of reviewer scores during the review process.
Indicator 1.5: PROGRAM PERIODS	Largely meets the indicator	Recommended technical assistance	The grantee issued GANs to the subgrantees that did not specify award periods. Information regarding the start and end of the CSP award was not communicated clearly to subgrantees.
Indicator 2.1: QUALITY AUTHORIZING PRACTICES	Fully meets the indicator	None	Per State law, OSPI has little oversight authority over charter school authorizers; however, State law requires several quality authorizing practices, including periodic review and authorizer review by the SBE.
Indicator 2.2: FLEXIBILITY AND AUTONOMY	Fully meets the indicator	None	Charter schools have flexibility and autonomy over school budget, personnel, and daily operations.

Indicator	Rating	Recommendation	Notes (implementation issues, promising practices, noteworthy highlights)
Indicator 2.3: SUBGRANTEE QUALITY	Fully meets the indicator	None	The State has and is using criteria in awarding subgrant applications. While authorizers have not adopted a definition of high-quality, they are using State performance frameworks which evaluate charter schools in relation to the State's definition.
Indicator 2.4: PLAN TO SUPPORT EDUCATIONALLY DISADVANTAGED STUDENTS	Fully meets the indicator	None	Charter applicants are required to describe a plan for outreach and engagement of at-risk schools; additionally, schools seeking CSP funding must specify how the school will identify and meet the learning needs of educationally disadvantaged students.
Indicator 2.5: SUBGRANTEE MONITORING	Largely meets the indicator	Recommended technical assistance	OSPI has developed a monitoring rubric Implementation site visits were being planned at the time of the site visit. Monitoring of fiscal procedures was not occurring in the first year, however.
Indicator 2.6: DISSEMINATION OF INFORMATION AND BEST PRACTICES	Partially meets the indicator	Requires technical assistance	The grantee convened charter schools to share promising practices but had not included LEAs. Other proposed dissemination activities were not yet underway.
Indicator 2.7: ASSESSMENT OF PERFORMANCE MEASURE DATA	Largely meets the indicator	Recommended technical assistance	The grantee had not developed an approach to identify and disseminate promising practices.
Indicator 3.1: STATE-LEVEL STRATEGY AND VISION	Fully meets the indicator	None	The grantee was implementing its vision and strategy as proposed, despite delays with implementation of the CSP grant.
Indicator 3.2: FEDERAL PROGRAMS INFORMATION AND FUNDING	Largely meets the indicator	Recommended technical assistance	The grantee was not informing parents and the community about the CSP grant.
Indicator 3.3: ALLOCATION OF CSP FUNDS	Fully meets the indicator	None	The grantee is adhering to grant fund limits. Administrative funds were used to pay for staff time, project travel, and a contract for board governance trainings.
Indicator 3.4: FISCAL CONTROL AND FUND ACCOUNTING PROCEDURES	Partially meets the indicator	Requires technical assistance	The grantee does not have adequate policies in place related to accounting records, budget controls, and allowable cost. Additionally, there is no written disposition of assets policy.

Indicator	Rating	Recommendation	Notes (implementation issues, promising practices, noteworthy highlights)
Indicator 3.5: USE OF CSP FUNDS	Partially meets the indicator	Requires technical assistance	Subgrantee budgets include costs in planning that are generally only allowed under implementation. Inadequate budget justifications were present to determine allowability for planning and implementation expenses.
Indicator 3.6: LEA DEDUCTIONS	Fully meets the indicator	None	Charter schools are their own LEA and receive funding directly from the SEA.
Indicator 3.7: TRANSFER OF STUDENT RECORDS	Partially meets the indicator	Requires technical assistance	The grantee does not have procedures in place to ensure records are transferred according to law or to intervene when problems arise. However, the education data system allowing schools immediate access to some transfer student data may be considered a promising practice.
Indicator 3.8: RECORDKEEPING	Fully meets the indicator	None	The grantee and subgrantees were following appropriate policies.
Indicator 3.9: COMPLIANCE WITH GRANT CONDITIONS	Largely meets the indicator	Recommended technical assistance	The grantee was complying with most grant conditions but did not have procedures in place to ensure that subgrantee audit reports were appropriately filed with authorizers.
Indicator 4.1: MITIGATING RISK OF CHARTER SCHOOL RELATIONSHIPS WITH MANAGEMENT ORGANIZATIONS	No Rating	Recommended technical assistance	The State has policies or procedures in place to mitigate some of the risk of charter school relationships with management organizations. The lack of explicit State policies regarding segregation of duties, related-party transactions, CMO contracts, as well as the tracking of Federal CSP funds to charter schools throughout the state may be an issue for mitigating risk.
Indicator 4.2: OVERSIGHT OF ED*FACTS* DATA COLLECTION FOR MANAGEMENT ORGANIZATIONS	No Rating	None	While ED*Facts* data for the 2016-17 school year was not yet publicly available at the time of the site visit, the grantee demonstrated that it had sufficient oversight of ED*Facts* data collection for charter schools and management organizations.

Indicator Color Coding Key
Fully meets the indicator
Largely meets the indicator
Partially meets the indicator
Does not meet the indicator

IV. FINDINGS

This section presents the monitoring team's description and assessment of the grantee's administration of the CSP grant for each indicator. Each indicator is stated, followed by detailed information of the monitoring team's observations and findings of grantee implementation. Detailed summaries are only included to explain implementation issues, non-substantive changes, and promising practices.

1. SUBGRANT APPLICATION AND AWARD PROCESS

A major function of CSP grantees is to conduct application and award processes to distribute CSP funds to subgrantees in the state, including funds for new charter school planning and implementation as well as for the dissemination of successful charter school practices. A minimum of 95 percent of each State's CSP allocation is distributed to subgrantees through this process. This section focuses on the State's requirements of subgrant applicants and its processes for evaluating, selecting, and awarding subgrants. Specifically, this section addresses the State's performance in fulfilling its responsibilities to:

- Require subgrant applicants to submit an application with Federally required descriptions and assurances
- Determine that applicants are eligible to receive CSP subgrants
- Ensure that eligible applicants meet the Federal definition of a charter school
- Employ a peer review process to evaluate subgrant applications
- Ensure CSP subgrants adhere to allowable time periods

Indicator 1.1: SUBGRANT APPLICATION DESCRIPTIONS AND ASSURANCES. The State requires each eligible applicant desiring to receive a subgrant to submit an application to the SEA that includes the descriptions and assurances required in Federal statute.

Table 1.1: SUBGRANT APPLICATION DESCRIPTIONS AND ASSURANCES		
ESEA Section 5203. Applications. **(b) Each application submitted pursuant to subsection (a) shall —** **(3) contain assurances that the State educational agency will require each eligible applicant desiring to receive a subgrant to submit an application to the State educational agency containing —**	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
(A) a description of the educational program to be implemented by the proposed charter school, including — (i) how the program will enable all students to meet challenging State student academic achievement standards; (ii) the grade levels or ages of children to be served; and (iii) the curriculum and instructional practices to be used;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(B) a description of how the charter school will be managed;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(C) a description of — (i) the objectives of the charter school, and (ii) the methods by which the charter school will determine its progress toward achieving those objectives;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(D) a description of the administrative relationship between the charter school and the authorized public chartering agency;	☒ Yes ☐ No	☐ Implementing as proposed or necessary (no additional text necessary). ☒ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below).

Table 1.1: SUBGRANT APPLICATION DESCRIPTIONS AND ASSURANCES		
ESEA Section 5203. Applications. **(b) Each application submitted pursuant to subsection (a) shall —** **(3) contain assurances that the State educational agency will require each eligible applicant desiring to receive a subgrant to submit an application to the State educational agency containing —**	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
		☐ Promising practice(s) identified (explain below). A description of the administrative relationship between the charter school and the authorizer was not included in the charter application nor in the supplemental CSP application, titled CSP RFP 2017-2018.
(E) a description of how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(F) a description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met the objectives described in subparagraph (C)(i);	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(G) a request and justification for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to the school;	☒ Yes ☐ No	☐ Implementing as proposed or necessary (no additional text necessary). ☒ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). A request for waivers was not included in the charter application or the supplemental CSP application.

Table 1.1: SUBGRANT APPLICATION DESCRIPTIONS AND ASSURANCES		
ESEA Section 5203. Applications. **(b) Each application submitted pursuant to subsection (a) shall —** **(3) contain assurances that the State educational agency will require each eligible applicant desiring to receive a subgrant to submit an application to the State educational agency containing —**	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
(H) a description of how the subgrant funds or grant funds, as appropriate, will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the Secretary;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(I) a description of how students in the community will be — (i) informed about the charter school, and (ii) given an equal opportunity to attend the charter school;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(J) an assurance that the eligible applicant will annually provide the Secretary and the State educational agency such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in subparagraph (C)(i);	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(K) an assurance that the eligible applicant will cooperate with the Secretary and the State educational agency in evaluating the program assisted under this subpart;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Table 1.1: SUBGRANT APPLICATION DESCRIPTIONS AND ASSURANCES		
ESEA Section 5203. Applications. **(b) Each application submitted pursuant to subsection (a) shall —** **(3) contain assurances that the State educational agency will require each eligible applicant desiring to receive a subgrant to submit an application to the State educational agency containing —**	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
(L) a description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with Sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(M) if the eligible applicant desires to use subgrant funds for dissemination activities under Section 5202(c)(2)(C), a description of those activities and how those activities will involve charter schools and other public schools, local educational agencies, developers, and potential developers; and	☐ Yes ☐ No ☒ Not applicable	☐ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(N) such other information and assurances as the Secretary and the State educational agency may require.	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Sources: *Final App Orientation 10.5.2017, WSCSC 2018 New Charter School Application, WSCSC 2017 New Charter School Application, Spokane Public Schools Charter RFP 2017, Final CSP RFP 2017-2018 1.1*

Indicator 1.2: ELIGIBLE APPLICANTS. The State ensures each applicant desiring to receive a subgrant meets the term "eligible applicant".

Table 1.2: ELIGIBLE APPLICANTS		
The State ensures each applicant desiring to receive a planning or implementation subgrant meets the term "eligible applicant," including:	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Ensure the school's developer has applied to an authorized public chartering authority to operate a charter school.	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
Ensure the school's developer has provided adequate and timely notice to that authority under Section 5203(d)(3).	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
Verify non-profit status of the charter holder.	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
Award not more than one grant to a school.	☒ Yes ☐ No	☐ Implementing as proposed or necessary (no additional text necessary). ☒ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The grantee did not have a procedure in place to ensure that an applicant was not the recipient of another CSP grant. Although none of the subgrantees had another CSP grant, the concern

Table 1.2: ELIGIBLE APPLICANTS		
The State ensures each applicant desiring to receive a planning or implementation subgrant meets the term "eligible applicant," including:	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
		is that a procedure to verify this had not been established.
For dissemination applicants: ensure the charter school has been in operation for at least 3 consecutive years and has demonstrated overall success, including— (i) substantial progress in improving student academic achievement; (ii) high levels of parent satisfaction; and (iii) the management and leadership necessary to overcome initial start-up problems and establish a thriving, financially viable charter school.	☐ Yes ☐ No ☒ Not applicable	☐ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
For replication or expansion applicants: ensure the charter school is high-quality, including— (i) evidence of strong academic results; (ii) no significant issues with student safety, financial and operational management, or statutory or regulatory compliance; (iii) demonstrated success in significantly increasing student academic achievement for all students; (iv) demonstrated success in increasing student academic achievement for each of the subgroups of students as defined in section 1111(c)(2) of the ESEA, and ensure the charter school has not received more than one subgrant under CSP for a five-year period, unless demonstrating at least three years of improved educational results for students enrolled in such charter school.	☐ Yes ☐ No ☒ Not applicable	☐ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Sources: *Final CSP RFP 2017-2018 1.1, WSCSC 2018 New Charter School Application, WSCSC 2017 New Charter School Application*

Indicator 1.3: DEFINITION OF CHARTER SCHOOL. The State ensures each eligible applicant meets the term "charter school".

Table 1.3A: DEFINITION OF CHARTER SCHOOL		
ESEA Section 5210. DEFINITIONS. **(1) CHARTER SCHOOL- The term 'charter school' means a public school that —**	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
(A) in accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(B) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(C) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(D) provides a program of elementary or secondary education, or both;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(E) is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary).

Table 1.3A: DEFINITION OF CHARTER SCHOOL		
ESEA Section 5210. DEFINITIONS. **(1) CHARTER SCHOOL- The term 'charter school' means a public school that —**	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
with a sectarian school or religious institution;		☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(F) does not charge tuition;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(G) complies with: the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(H) is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). See below for additional detail.
(I) agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below).

Table 1.3A: DEFINITION OF CHARTER SCHOOL		
ESEA Section 5210. DEFINITIONS. **(1) CHARTER SCHOOL- The term 'charter school' means a public school that —**	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
		☐ Promising practice(s) identified (explain below).
(J) meets all applicable Federal, State, and local health and safety requirements;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(K) operates in accordance with State law; and	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(L) has a written performance contract with the authorized public chartering agency in the state that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.	☒ Yes ☐ No	☐ Implementing as proposed or necessary (no additional text necessary). ☒ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The Washington State Charter School Act (28A.710.170) states that the performance provisions within a charter contract must be based on a performance framework that clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of a charter school. Although the Commission's charter contracts reference the performance framework and state that the school and the Commission will set performance targets

Commented [A8]: http://charterschool.wa.gov/documents/CSC-Academic-Performace-Framework..Approved.04192018.pdf

Table 1.3A: DEFINITION OF CHARTER SCHOOL		
ESEA Section 5210. DEFINITIONS. **(1) CHARTER SCHOOL- The term 'charter school' means a public school that —**	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
		annually, the contract does not specify how student performance will be measured. Additionally, the contract indicates that once the performance targets are agreed upon by the school and the Commission, these will be incorporated into the contract through an amendment. The grantee did not provide evidence that any amendments were added to the charter contracts. The district authorizer's contract also references the performance framework and the State's Charter School Act. Yet it does not specify how student performance will be measured.

Sources: *Final CSP RFP 2017-2018, Summit Sierra New Contract Final 06022016, Chapter 28A.710 RCW, Summit Atlas Charter Contract Final 06022016, SLA Contract May 2016*

Commented [A9]: The performance framework is part of the contractual obligation for schools. While the metrics themselves are not laid out in the contract, they are explicitly clear in the performance framework and the contract is clear that charter school students are required to take state assessments.

Commented [A10]: Additional clarity is needed for this finding. I believe this is referencing the mission-specific goals, which are included in the academic performance framework but not standardized in the same way as other performance metrics. Before suggesting an edit, I want to make sure that everyone is on the same page.

Table 1.3B: DEFINITION OF CHARTER SCHOOL – Lottery and Enrollment Processes. Detailed Information	
Approach to ensuring that lotteries and enrollment practices at all funded schools meet Federal guidelines.	**Provide detailed narrative about the grantee's current approach.**
How lotteries for admission to charter schools will be conducted in the State, including student enrollment preferences or exemptions. The application indicates that a school will be required to describe its lottery process in the new school application. The application also cites the Charter School Act (ESSB 6491), which states that if capacity is insufficient to enroll all students who apply to a charter, the charter school must grant an enrollment preference to siblings of enrolled students, with any remaining enrollments allocated through a lottery.	Washington state law (28A.710.050) states that if capacity is insufficient to enroll all students who apply to a charter school, the charter school must grant an enrollment preference to siblings of enrolled students, with any remaining enrollments allocated through a lottery. The grantee provided information about the lottery through the Commission's New Charter School Application, the New Charter School Application orientation, the 2017 CSP RFP, and through one-one-one communication with applicants.
Use of weighted lottery (if applicable). The application states that a charter school may offer, pursuant to an admissions policy	State law (28A.710.050) indicates that a charter school may offer, pursuant to an admissions policy approved by the Commission, a weighted enrollment preference for at-risk students or for children of full-time employees of the school if the employees' children reside within the state.

Table 1.3B: DEFINITION OF CHARTER SCHOOL – Lottery and Enrollment Processes. Detailed Information	
Approach to ensuring that lotteries and enrollment practices at all funded schools meet Federal guidelines.	**Provide detailed narrative about the grantee's current approach.**
approved by the Commission, a weighted lottery enrollment preference for at-risk students or to children of full-time employees of the school if the employee's children reside within the state.	Guidance regarding the weighted lottery was communicated in the New Charter School Application. If interested in using a weighted lottery, applicants should include a description of their proposed weighted enrollment preference for at-risk students or children of full-time employees of the school. For applicants interested in applying for CSP funding, the CSP RFP 2017-2018 states that charter schools eligible to apply for subgrant funding may not use a weighted lottery system at the outset. The RFP then states that in the event a subgrant recipient chooses to establish a weighted lottery system during its funding cycle, the school must submit a proposal that is consistent with State and Federal regulations and receive approval before implementing any weighted lottery in order to remain eligible for subgrant renewal. Currently, one subgrantee is using a weighted lottery for children of staff which was approved by ED in January 2018.
Use of automatic enrollment of students from affiliated charter schools (if applicable).	N/A
Mechanisms that exist for the SEA or authorizers to review, monitor, or approve lotteries or student enrollment preferences or exemptions from the lottery.	State law (28A.710.050) indicates that the Commission, which authorizes four of the five subgrantees in the state, has the authority to approve lotteries or student enrollment preferences. However, there were not clear processes in place for reviewing these requests. One subgrantee submitted a request to the grantee to use a weighted lottery for English learners and children of staff. The request had been approved by the district authorizer. OSPI then submitted the request to ED. While awaiting ED's approval, OSPI discovered that, according to Washington's Charter School Act, the subgrantee must actually request approval from the Commission and not its local district authorizer. The Commission denied the subgrantee's request for a weighted lottery for English learners due to other state legal requirements. Therefore, the grantee withdrew its request to ED for the subgrantee's weighted lottery of English learners, and instead sought and gained approval from ED to use a weighted lottery for children of staff and students qualifying for free or reduced price lunch.
Other	

Sources: *Chapter 28A.710 RCW, Final CSP RFP 2017-18, WSCSC 2018 New Charter School Application, WSCSC 2017 New Charter School Application, WSCSC 2015 New Charter School Application, Email from ED subject Waiver Approval SIA 1.25.18, Email correspondence between grantee and ED Program Officer, subject headings: Weighted Lottery Special Conditions & CSP Weighted Lottery Checklist, CSP Weighted Lottery Request, 10.18.16 – 11.30.16*

Commented [A11]: On the advice of the Commission's attorney, granting a weighted lottery preference for ELL students may violate the RCW 49.60.400. While English Language Learners are not specifically identified in the statute, the courts have maintained that language is a proxy for nation of origin and nationality.

Indicator 1.4: PEER REVIEW. The State uses a peer review process to review and select applications for assistance under this program.

Table 1.4: PEER REVIEW		
Elements of the State's peer review process.	**Implementation Issue?**	**Detailed Information – Describe components of peer review process. Add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Identification and notification to peer reviewers: The approved CSP application stated that the Project Director will identify CSP staff or knowledgeable OSPI staff to be an evaluator on the authorizer's new school application evaluation team for the three years of the CSP grant. The application did not specify how it will notify peer reviewers. ☐ Not specified in application	☐ Yes ☒ No	The identification and notification to peer reviewers has been led by the Commission as the review for CSP subgrant awards happens in tandem with new charter reviews for Commission-authorized schools. The Commission reported that it issues a request for qualifications every two years. The most recent solicitation for peer reviewers (in 2017), who the grantee refers to as evaluators, was issued by OSPI on behalf of the Commission. The solicitation was available on the OSPI website and the Department of Enterprise Services, Washington Electronic Business Solution (WEBS) Procurement website. Similarly, for Spokane Public Schools (SPS), the district authorizer, the review of CSP applicants happens in conjunction with new charter reviews. SPS assembles a team primarily from within the district, asking personnel individually to serve as reviewers. For external members, SPS utilizes recommendations from NACSA.
Composition and qualifications of peer reviewers: The approved CSP grant application stated that OSPI will use the same persons who review the charter applications to also review these for CSP subgrants. The CSP grant Project Director will designate the necessary CSP staff or knowledgeable OSPI staff to be an evaluator(s) on the authorizer's new school application evaluation team(s) for the three years of the CSP grant. The application did not specify the number of reviewers or any additional details regarding their qualifications. ☐ Not specified in application	☐ Yes ☒ No	The solicitation for charter application reviewers issued by the Commission in 2017 stated that the Commission's goal is to select between six and ten Washington-based and four to six national evaluators. The minimum qualifications listed in the solicitation were: 1) licensed to do business in the State of Washington. If not licensed, they must provide a written intent to become licensed within 30 days of being selected; 2) knowledge of and experience in school finance, educational programs, student achievement, culturally responsive education systems/school climate, board governance, school operations, special populations and/or charter school oversight; and 3) knowledge of and experience in evaluating charter school applications and/or other evaluation processes. The solicitation also stated that the actual number of cadre members engaged for each solicitation will depend on the total number of new charter school applications submitted and that move forward after the completeness review.

Table 1.4: PEER REVIEW		
Elements of the State's peer review process.	**Implementation Issue?**	**Detailed Information – Describe components of peer review process. Add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
		Reviewer applicants to the Commission are required to complete the evaluation cadre members qualifications form, which asks them to address topics such as their understanding of charter schooling and its role in strengthening public education, experience evaluating charter school applications, and experience in education programs and student achievement, as well as their understanding of culturally responsive education systems. In the case of SPS, the district assembles a team of six to seven reviewers. SPS was currently in the process of forming a review team at the time of the site visit. They had secured participation from four SPS staff, one from the Department of Innovation and Charter Schools and three from accounting or finance offices. The CSP Grant Coordinator will serve as a fifth reviewer. They were actively seeking an external sixth reviewer who has prior experience working with NACSA or other organizations to review charter applications. The previous review team was comprised of individuals with a similar mix of skills.
Reviewer guidance and training: The approved CSP grant application stated that the Commission provides full-day trainings and half-day webinars for the scoring evaluators of the subgrant application, which is embedded in the charter school application. ☐ Not specified in application	☐ Yes ☒ No	The Commission's 2017 solicitation indicated that reviewers would be expected to attend an online evaluator webinar, approximately 180 minutes in length. The Commission confirmed it provided training to reviewers, including how to use the 58-page evaluation rubric covering the 30 sections charter applicants are reviewed against. Part of the training included sample questions the reviewers discussed and came to consensus on as part of a norming process. Reviewers were trained to rate CSP subgrant applicants on two components in Section 30: 1) subgrant goals and objectives, and 2) subgrant budget and narrative. Aside from the CSP scoring training, there did not appear to be formal training on the goals, aims, and requirements of the CSP grant. SPS was in the process of convening its first peer review panel that would also rate CSP applications. The reviewer training was still in

Table 1.4: PEER REVIEW		
Elements of the State's peer review process.	**Implementation Issue?**	**Detailed Information – Describe components of peer review process. Add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
		development at the time of the visit, but SPS and the grantee indicated the training would utilize a similar approach to the training Commission reviewers received.
Use of peer reviews to select applications for funding: The approved CSP grant application stated that evaluators will use the Request for Proposals Application Rubric to determine the quality of a charter school application. It also stated that the application evaluators must objectively review the scores for each section of a category in order to provide an overall score for each of the application categories. To receive a recommendation for approval, applications must maintain a "Meets" rating in all categories. The CSP application did not indicate specifically how peer reviews will be used to select applications for CSP funding. ☐ Not specified in application	☐ Yes ☒ No	The Commission and SPS use similar processes for determining which applicants to recommend for a charter. Both have reviewers score the application independently on a four-point scale (the Commission's scale ranges from "Does Not Meet" to "Exceeds", while SPS's ranges from "Falls Far Below the Standard" to "Meets the Standard"). Reviewers meet to discuss their ratings; a capacity interview is then held with the applicant. Finally, Commission reviewers revise and submit their final scores while SPS reviewers meet as a group to come to consensus on ratings. OSPI grants subawards to schools issued charters by their authorizers and that reviewers indicate have met the standard for the CSP portion of the rubric. During the first cycle of CSP funding in 2017, the charter application did not contain all of the elements required for CSP funding; additionally, several applicants were not applying for new charters as they were approved prior to the 2015 shut down. The grantee created a supplemental CSP RFP to obtain this information. The Grant Coordinator was the sole reviewer of the supplemental RFP for the subgrantees funded at the time of the visit. The grantee has since ensured all information necessary for the CSP competition is included in the charter application and will utilize the peer review processed described above going forward.
Other:	☒ Yes ☐ No	During the charter application process, reviewers' scores and comments are destroyed after they are used by a staff person at the Commission to construct the charter recommendation report. This is permissible under Washington law; however, this raises concerns regarding recordkeeping and the transparency of the CSP peer review process.

Sources: *WSCSC Solicitation 2018-14 Evaluator Pool, WSCSC Exhibit A – Member Qualifications, WSCSC 2018 Evaluator Cadre Rubric 8.11.17, Spokane International Academy Recommendation 2014, WSCSC 2018 Application Evaluation Rubric FINAL*

Indicator 1.5: PROGRAM PERIODS. CSP subgrants awarded by the State do not exceed the maximum program periods allowed.

Table 1.5: PROGRAM PERIODS		
CSP subgrants awarded by the State do not exceed the maximum program periods allowed of:	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Award not more than 36 months, of which the eligible applicant may use —	☒ Yes ☐ No	☐ Implementing as proposed or necessary (no additional text necessary). ☒ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The grantee identified in advance of the site visit that they were not allowing subgrantees access to grant funds for the full project period (one year for planning or up to two years for implementation). The grantee is currently resolving this issue with ED. Additionally, the Grant Award Notifications (GANs) issued to the five subgrantees did not specify award periods. While the RFP makes clear that the planning subgrant is for one year and the implementation subgrant is for up to two years, there is no formal documentation of the program period in the GANs. It is not expected that any of the current subgrantees will go beyond the 18 months for planning, 24 months for implementation or the overall 36 months for the entire CSP grant. However, the lack of award periods on GANs could make it difficult for the grantee to enforce these time limits.
(A) not more than 18 months for planning and program design;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Table 1.5: PROGRAM PERIODS		
CSP subgrants awarded by the State do not exceed the maximum program periods allowed of:	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
(B) not more than 24 months for the initial implementation of a charter school; and	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
(C) not more than 2 years (24 months) to carry out dissemination activities described in Section 5204(f)(6)(B).	☐ Yes ☐ No ☒ Not applicable	☐ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Sources: *Summit Sierra GAN, Summit Olympus GAN, Summit Atlas GAN, Summit Atlas GAN Update, SIA GAN, Impact PSE GAN, Email with ED 2.5.18*

2. SUPPORTING HIGH-QUALITY CHARTER SCHOOLS

One of the key goals of the CSP is to support and encourage the development of high-quality charter schools. To do so, the SEA needs to establish policies and practices that promote high-quality charter schools. This section focuses on how the SEA furthers high-quality in authorizing practices and authorizer oversight, charter school flexibility and autonomy, subgrant assessment and awards, supporting educationally disadvantaged students, subgrantee monitoring, dissemination of best or promising practices, and assessing progress toward its own application objectives. It includes seven indicators that cover the State's role in:

- Providing for quality authorizer practices, including authorizer oversight and monitoring
- Affording charter schools a high degree of flexibility and autonomy
- Awarding CSP subgrants on the basis of the quality of the applications
- Assisting educationally disadvantaged students
- Monitoring subgrantee achievement of project objectives
- Disseminating information and best practices of charter schools
- Demonstrate appropriate data collection and interpretation strategies to report its application performance measures.

Indicator 2.1: QUALITY AUTHORIZING PRACTICES. State laws, regulations, or other policies provide for quality authorizing practices. The SEA monitors and holds accountable the authorized public chartering agencies in the State so as to improve the capacity of those agencies to authorize, monitor, and hold accountable charter schools.

Table 2.1A: QUALITY AUTHORIZING PRACTICES – Periodic Review, Evaluation, and Oversight of Charter Schools

Periodic review, evaluation, and oversight of charter schools.	Implementation Issue?	Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.
The State provides for periodic review and evaluation by the authorized public chartering agency of each charter school at least once every five years, unless required more frequently by State law. State law requires review every five years. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
The State takes steps to ensure that the periodic review and evaluation at least once every five years takes place. ☒ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). Although none of the subgrantee charter schools has been in operation for five years yet, State law requires authorizers to submit annual reports to the State Board of Education on the status of their schools. Annual reports include information on the academic performance of each charter school as well as fiscal performance and organizational performance, per the three performance frameworks used in the state.
The review and evaluation serve to determine whether the charter school is meeting the terms of the school's charter and meeting or exceeding the student academic achievement requirements and goals for charter schools as set forth in the school's charter or under State law, a State	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below).

Table 2.1A: QUALITY AUTHORIZING PRACTICES – Periodic Review, Evaluation, and Oversight of Charter Schools		
Periodic review, evaluation, and oversight of charter schools.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
regulation, or a State policy, provided that the student academic achievement requirements and goals for charter schools established by that policy meet or exceed those set forth under applicable State law or State regulation. Charter school review is done using three Performance Frameworks: Academic, Operational, and Financial frameworks. These were created by the Commission in collaboration with NACSA and adapted by Spokane Public Schools. ☐ Not specified in application		☐ Promising practice(s) identified (explain below). Authorizers submit annual reports to the State Board of Education showing the performance of their portfolio of charter schools on the three frameworks.
This periodic review and evaluation must include an opportunity for the authorized public chartering agency to take appropriate action or impose meaningful consequences on the charter school, if necessary. For each framework measure, a charter school receives one of four ratings: *Exceeds Standard*, *Meets Standard*, *Does Not Meet Standard*, or *Falls Far Below Standard.* The ratings are used by the authorizer to make decisions involving corrective action, renewal, modification, revocation, and/or termination of a charter school. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
Each charter school operates under a legally binding charter or performance contract between itself and the school's authorized public chartering agency that describes the rights and responsibilities of the school and the authorizer. State law requires a charter contract to be executed between the authorizer	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Table 2.1A: QUALITY AUTHORIZING PRACTICES – Periodic Review, Evaluation, and Oversight of Charter Schools		
Periodic review, evaluation, and oversight of charter schools.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
and the school's governing board within ninety days after a charter application is approved. The charter contract must clearly set forth the academic and operational performance expectations and measures by which the charter school will be evaluated and the administrative relationship between the authorizer and charter school, including each party's rights and duties. ☐ Not specified in application		
Charter schools conduct annual, timely, and independent audits of the school's financial statements that are filed with the school's authorized public chartering agency. Annually, each charter school is required to undergo two audits, an independent financial audit of the nonprofit and an accountability and financial statement audit by the Washington State Auditor's Office. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
Charter schools are held accountable to demonstrate improved student academic achievement. All charter schools in Washington are subject to the same performance improvement goals adopted by the SBE. The Academic Performance Framework includes indicators for: (a) student academic proficiency; (b) student academic growth; (c) achievement gaps in both proficiency and growth between major student subgroups; (d) attendance; (e) recurrent enrollment from year to year; (f) graduation rates and postsecondary readiness, for high schools. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Table 2.1A: QUALITY AUTHORIZING PRACTICES – Periodic Review, Evaluation, and Oversight of Charter Schools		
Periodic review, evaluation, and oversight of charter schools.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
All authorizers use student academic achievement for all groups of students as one of the most important factors when determining to renew or revoke a school's charter. Per State law, an authorizer may not renew a charter contract if, at the time of the renewal application, the charter school's performance falls in the bottom quartile of schools on the Washington Achievement Index developed by the SBE under RCW 28A.657.110. (ESSB 6194, Sec. 120). ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
The SEA monitors and holds accountable authorized public chartering agencies, so as to improve the capacity of those agencies to authorize, monitor, and hold accountable charter schools. (See Table 2.2c for detailed options.) State law tasks the SBE with overseeing the performance and effectiveness of all authorizers approved under RCW 28A.710.090.5. If an authorizer's portfolio of charter schools is chronically underperforming or the authorizer is deemed to fall short of nationally recognized quality authorizing practices, the SBE can revoke authorizing authority and transfer the authorizer's charter schools to another authorizer in the state. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Sources: *Chapter 108-10 WAC_ INTRODUCTION 2.1; Chapter 108-20 WAC_ APPLICATION 2.1; Chapter 108-30 WAC_PERFORMANCE FRAMEWORK 2.1; Chapter 108-40 WAC_ CHARTER SCHOOL OVERSIGHT AND CORRECTIVE ACTION POLICY, RENEWAL AND NONRENEWAL POLICY, REVOCATION POLICY, AND TERMINATION PROTOCOL 2.1; Chapter 108-50 WAC_ PUBLIC RECORDS 2.1; SBE EvaluationRubrics_Oct2013; SPS Financial Framework – final; SPS Organizational Framework - final 2.18.15; WSCSC_PF_Acad Frmk Final.05102017*

Table 2.1B: QUALITY AUTHORIZING PRACTICES – Oversight of Authorizers		
Oversight of authorized public chartering agencies.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Oversight of authorized public chartering agencies – 1) The SEA ensures that authorized public chartering agencies are approving charter petitions that incorporate evidence-based school models; The New Charter School Application used by the Commission and SPS includes a section on evidence-based school models and practices, a description of how the school will address diversity in terms of race, ethnicity, and educationally disadvantaged students. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
2) The SEA ensures that authorized public chartering agencies are establishing measurable academic and operational performance expectations for all charter schools that are consistent with the State's definition of a high-quality charter school; Per State policy, authorizers establish measurable academic and operational performance expectations for charter schools that are consistent with the definition of high-quality charter schools: increased student achievement; graduation requirements; post-secondary enrollment; evidence of closing the achievement gap in each of the subgroups including educationally disadvantaged students; and, attendance retention rates. ☐ Not specified in application	☐ Yes ☒ No	☐ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☒ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). ED initially approved the State's CSP application conditionally, requiring a definition of high-quality. The State has fulfilled this requirement. Authorizers have not yet adopted a definition of a high-quality charter school. However, they use performance frameworks aligned to the State's definition of high quality and have specific measures for increased student achievement, graduation rates, post-secondary enrollment, evidence of closing the achievement gap in each of the subgroups, including educationally disadvantaged students, and attendance retention rates.
3) The SEA ensures that authorized public chartering agencies are providing public reports on the performance of their portfolios of charter schools on an annual basis;	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below).

Table 2.1B: QUALITY AUTHORIZING PRACTICES – Oversight of Authorizers		
Oversight of authorized public chartering agencies.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Per State law, the SBE must issue a report by December 1st of each year on the performance of the State's charter schools during the preceding school year to the Governor, the legislature, and the public at large. ☐ Not specified in application		☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
4) The SEA ensures that authorized public chartering agencies are supporting charter school autonomy; Charter school autonomy is ensured through the performance frameworks that specify outputs rather than inputs. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
5) The SEA ensures that authorized public chartering agencies are seeking and approving charter school petitions from developers with the capacity to create high-quality charter schools; The New Charter School Application process involves training provided by the Washington State Charter Schools Association to support the application process. The Commission provides a full-day application training for potential applicants and a half-day applicant capacity interview that includes a performance task and public forums for each applicant to obtain community input and ensure high-quality. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). SPS hosts a webinar for applicants who submit a Note of Intent to apply; the webinar provides information about the application evaluation process. SPS conducts capacity interviews with all applicants.
6) The SEA ensures that authorized public chartering agencies are monitoring their charter schools on at least an annual basis; State law requires charter authorizers to submit an annual report to the SBE	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below).

Commented [A12]: Training on the application is provided for by the Commission. It is not clear to me what WA Charters provides in the way of training. Additionally, WA Charters is a private organization – the SEA does not take a position on whether or not potential applicants should use them as a resource.

Table 2.1B: QUALITY AUTHORIZING PRACTICES – Oversight of Authorizers		
Oversight of authorized public chartering agencies.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
that shows they are monitoring their charter schools on indicators in the Academic, Operational, and Financial Performance Frameworks (RCW 28A.80.19.210) ☐ Not specified in application		☐ Promising practice(s) identified (explain below).
7) The SEA ensures that authorized public chartering agencies are basing renewal decisions on a comprehensive set of criteria which are set forth in the charter or performance contract; and revoking, not renewing, or encouraging the voluntary termination of charters held by *academically poor-performing charter schools*; Per statute, authorizers determine whether each charter contract merits renewal, nonrenewal, or revocation based on a review of the performance and legal compliance of the schools including academic performance goals and student achievement (RCW 28A.710.100). Per statute, a charter contract may not be renewed if, at the time of the renewal application, the charter school's performance falls in the bottom quartile of schools on the SBE Achievement Index under RCW 28A.657.110. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
8) The SEA ensures that authorized public chartering agencies are ensuring the continued accountability of charter schools during periods of transition to new State standards and assessments. The SBE and OSPI developed the Washington State Achievement Index (AI) based on statewide assessments, which will be revised to align with new ESSA standards. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Table 2.1B: QUALITY AUTHORIZING PRACTICES – Oversight of Authorizers		
Oversight of authorized public chartering agencies.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**

Sources: *2017 SBE Annual CS Report, 2017 Spokane Authorizer Report, 2017 WSCSC Authorizer Report, Spokane Public Schools Charter RFP 2017 1.1, WSCSC 2018 New Charter School Application, CSP Webinar for 2018 Applicants 10.25.17 1.1, Final-App-Orientation-10.5.2017 1.1, FINAL CSP RFP 2017-18 1.1, WSCSC 2018-Application-Evaluation Rubric.FINAL _1.4*

Table 2.1C: QUALITY AUTHORIZING PRACTICES – Authorizing and Monitoring		
High-quality authorizing and monitoring processes (as applicable based on content in approved grant application).	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
High-quality authorizing and monitoring processes – All authorized public chartering agencies in the State use one or more of the following: 1) Authorizing processes that establish clear criteria for evaluating charter applications. The New Charter School Application process for the Commission and SPS includes an Application Scoring Rubric to evaluate charter applications. Applicants are required to reference the Evaluation Rubric when preparing their proposals to ensure that the responses address all of the evaluation criteria.	☐ Yes ☒ No ☐ Not applicable	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
2) Authorizing processes that include differentiated review of charter petitions for charter developers with one or more high-quality charter schools. The Commission and SPS require applicants who already operate one or more schools (including CMOs and EMOs) to complete an additional section of the application that provides a detailed description of the organization's capacity and business plans to support anticipated growth Both authorizers require applicants to submit school profile information for each of the organization's existing	☐ Yes ☒ No ☐ Not applicable	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Table 2.1C: QUALITY AUTHORIZING PRACTICES – Authorizing and Monitoring		
High-quality authorizing and monitoring processes (as applicable based on content in approved grant application).	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
schools and disclose any schools that have been closed or non-renewed or charters that have been revoked. The application rubric includes a section to review existing charter operators on these elements.		
3) Clear and specific standards and formalized processes that measure and benchmark the performance of the authorizer and provide for the annual dissemination of information on such performance; Per State law, the SBE evaluates the performance of authorizers through NACSA's established principles and standards for quality charter authorizing which the SBE uses to determine renewal or revocation of the authorizer's status and ability to serve as an authorizer in the state.	☐ Yes ☒ No ☐ Not applicable	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The SBE publishes the annual authorizer reports on its website and issues a report on the performance of the State's charter schools during the preceding school year to the Governor, the Legislature, and the public.

Sources: *SBE EvaluationRubrics_Oct2013, 2017 SBE Annual CS Report, 2017 Spokane Authorizer Report, 2017 WSCSC Authorizer Report, Chapter 108-20 WAC_ APPLICATION 2.1, Chapter 108-30 WAC_ PERFORMANCE FRAMEWORK 2.1, WSCSC 2018-Application-Evaluation-Rubric.FINAL_1.4*

Indicator 2.2: FLEXIBILITY AND AUTONOMY. The SEA affords a high degree of flexibility and autonomy to charter schools.

Table 2.2: FLEXIBILITY AND AUTONOMY		
Areas for charter school flexibility and autonomy.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Budget/Expenditures: Per State law, charter schools have the flexibility to set their school budget. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
Personnel: Per State law, charter schools have the autonomy to hire and fire teachers and staff. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
Daily Operations: The application referenced a charter school's flexibility and autonomy in determining their mission, vision, and educational program/curriculum, including offering a longer school day and school year and establishing standards for student behavior. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Sources: *Chapter 28A.710 RCW 1.2, WAC 392-123-0795_ Review of public charter school budgets*

Indicator 2.3: SUBGRANTEE QUALITY. The SEA awards grants to eligible applicants on the basis of the quality of the applications submitted.

Table 2.3A: SUBGRANTEE QUALITY		
SEA efforts to award grants on the basis of quality.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
The SEA has criteria for subgrantee and application quality to assess CSP applicants and award subgrants: CSP subgrant applications are assessed in conjunction with the charter application through an application rubric that includes ratings for: educational program design and capacity; operations plan and capacity; and financial plan and capacity. ☐ Not specified in application	☐ Yes ☒ No	☐ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☒ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). Once OSPI was awarded a grant, they added a CSP section (Section 30) to the 2017 application that covered the elements of subgrant goals and objectives, subgrant budget and narrative, and overall application quality. Charter applicants pursuing CSP funding are required to complete this option section. Reviewers assess Section 30 using the ratings of "Does not Meet", "Partially Meets", "Meets", and "Exceeds". After using the RFP in 2017, OSPI realized through work with ED and technical assistance provided by the National Charter School Resource Center that required CSP elements were missing, including a description of how the school will sustain operations post-CSP funding and the management plan for the school. OSPI revised Section 30 to include these items for the 2018 application cycle.
How the SEA uses these criteria to review and award CSP subgrant applications: The application noted that the New School Application and CSP subgrant application is not a competitive process since the State has not met its cap of eight new schools per year for a maximum of 40 schools in a five-year period. In order to receive a recommendation for approval, applications must score a "meets" rating in all categories	☐ Yes ☒ No	☐ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☒ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). Application quality is assessed through the charter application review process; applications that receive a "meets" ranking for each criterion are approved to open. Successful charter applicants are deemed qualified for a CSP

Table 2.3A: SUBGRANTEE QUALITY		
SEA efforts to award grants on the basis of quality.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
☐ Not specified in application		subgrant if they also receive a "meets" ranking for Section 30 of the application, which specifies goals and objectives of the CSP grant. An OSPI administrator works with subgrantee applicants to revise the CSP portion of their applications (section 30) to enhance their goals and objectives. Also, the SEA heavily relies on the authorizers to approve charter applications and then deems successful charter applicants qualified for a subgrant; applications that receive a "meets" ranking for each criterion are approved.
The SEA demonstrates a high-quality process to determine the quality of the CSP applicant and application, including considering the review of the applicant during the charter authorization process (i.e. use of rubrics, hearings, rigor). The application noted that OSPI reviews CSP subgrant applications in conjunction with the authorizers' review of applications for new schools. Applicants complete optional CSP subgrant criteria on the New School Application, indicating if they are applying for a three-year planning and implementation grant or the two-year implementation grant. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
The State uses the Federal definition of *academically poor-performing charter school* or an alternative definition that is at least as rigorous and as noted in the approved grant application. ☒ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The grantee's application noted they use academic performance as one of the most important factors for closing poor-performing charter schools; however, it did not explicitly

Table 2.3A: SUBGRANTEE QUALITY		
SEA efforts to award grants on the basis of quality.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
		define what constituted a poor-performing charter school. One of the specific conditions for OSPI's grant was to provide ED with a definition of academically poor-performing charter school to be used with the grant and justification for how the definition was at least as rigorous as the Federal definition provided in the FY 2016 NIA. OSPI has clarified that they use a definition of academically poor-performing charter school that is in line with the ED definition. Namely, a poor-performing school is one that has (1) been in operation for at least three years, (2) been identified as being in the lowest performing five percent of all schools in the state and has failed to improve school performance based on Washington's accountability system, and (3) has failed to demonstrate student academic growth of at least an average of one grade level for each cohort of students in each of the past three years, as demonstrated by statewide or other assessments approved by the school's authorizer. In practice the State uses a more rigorous definition as authorizers may not under State law renew charters who fall in the bottom quartile of schools on the Washington Achievement Index at the time of renewal.
The State uses the Federal definition of *high-quality charter school* or an alternative definition that is at least as rigorous and as noted in the approved grant application. ☒ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The grantee did not explicitly define what constituted a high-quality charter school in their application. One of the specific conditions for OSPI's grant was to provide ED with the definition that would be used with the grant and justification for how the definition was at least as rigorous as the Federal definition provided in the FY 2016 NIA. OSPI has submitted and received approval for the definition that under State law, a

Table 2.3A: SUBGRANTEE QUALITY		
SEA efforts to award grants on the basis of quality.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
		high-quality charter school is defined as a charter school that meets or exceeds the performance provisions in the charter contract set for each school (RCW 28A.710.170).

Sources: *WSCSC 2018 New Charter School Application, WSCSC 2018-Application-Evaluation-Rubric.FINAL_1.4, Definition High-Quality and Low Performing*

Table 2.3B: SUBGRANTEE QUALITY – Use and monitoring of definitions of academically poor-performing and high-quality charter schools	
Usage and monitoring of definitions for *academically poor-performing* and *high-quality charter schools*.	**Provide detailed narrative about the grantee's current approach.**
How and for what purposes does the State use the definition of academically poor-performing charter school?	The State has developed an Intervention Protocol as a result of a poor-performing charter school; this protocol has a series of steps to be used by the authorizer in the case of poor performance. Renewal decisions are based on the definition of poor-performing charter schools: per State law, an authorizer may not renew a charter contract if, at the time of the renewal application, the charter school's performance falls in the bottom quartile of schools on the Washington Achievement Index developed by the State Board of Education under RCW 28A.657.110. (ESSB 6194, Sec. 120).
How and for what purposes does the State use the definition of high-quality charter school?	Annual performance targets are set by each charter school in conjunction with its authorizer that are aligned with the State's definition of high-quality.
How does the State monitor subgrantees and other charter schools to determine whether they are academically poor-performing or high-quality?	Charter schools are deemed academically poor-performing or high-quality authorizers through the use of the performance framework which is aligned with the State's definition of high-quality.

Sources: *Definition High-Quality and Low Performing*

Indicator 2.4: PLAN TO SUPPORT EDUCATIONALLY DISADVANTAGED STUDENTS. The State is supporting educationally disadvantaged students as noted in the approved grant application.

Table 2.4: EDUCATIONALLY DISADVANTAGED STUDENTS

Quality of the plan to support educationally disadvantaged students.	Implementation Issue?	Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.
The SEA's charter school program assists students, particularly educationally disadvantaged students, in meeting and exceeding State standards. The application noted that CSP subgrant applications need to specify how the charter school will identify and meet the learning needs of educationally disadvantaged students including those who are economically disadvantaged, qualify for special education, English Learners, students not meeting minimum standards of academic proficiency, students who are at risk of dropping out of high school, students in chronically low-performing schools, students with higher than average disciplinary sanctions, and students with lower participation rates in advanced or gifted programs. ☐ Not specified in application	☐ Yes ☒ No	☐ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☒ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). Charter applications include a section for describing how the charter school will meet the needs of educationally disadvantaged students. Although the RFP described multiple ways CSP funds can be used to meet the needs of disadvantaged students, OSPI does not require the subgrantees to use CSP funds for this purpose; instead, it can be part of the school's general operating budget.
The SEA encourages charter schools to incorporate policies and practices that focus on increasing student-body diversity. The application noted that charter school applicants are required to describe a plan for outreach and engagement of at-risk students that is culturally inclusive and provides for equal access to all students and families, including access to school enrollment and recruitment events. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Table 2.4: EDUCATIONALLY DISADVANTAGED STUDENTS		
Quality of the plan to support educationally disadvantaged students.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
The SEA has a plan to monitor all charter schools to ensure compliance with Federal and State laws, particularly laws related to educational equity, nondiscrimination, and access to public schools for educationally disadvantaged students. The application reported that OSPI would analyze and post charter school suspension and expulsion data and attendance data in the same manner as it reports all other school and district indicator data on the OSPI website. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Sources: *Student Demographic Data, Washington State Report Card SLA SPS, Sierra Report Card, Olympus Report Card, SLA Complete Application (All Sections), WSCSC 2015 New Charter School Application.*

Indicator 2.5: SUBGRANTEE MONITORING. The SEA monitors subgrantee projects to assure approved grant and subgrant objectives are being achieved.

Table 2.5: SUBGRANTEE MONITORING		
Elements of subgrantee monitoring.	**Implementation Issue?**	**Detailed Information – Describe components of subgrantee monitoring process. Add text to indicate promising practices, specific implementation issues, or changes to proposed activities**
Regularly monitor subgrantee projects (e.g., schedule for on-site and/or desk monitoring): The application included a schedule of fiscal monitoring and programmatic monitoring as performance measures. This included quarterly review of draw-downs of CSP funds, mid-year desk reviews, and annual review of financial reports for each subgrantee. Programmatic monitoring includes a Year 1 implementation site visit, annual performance monitoring, and a final grant report from subgrantees at the end of the grant period. ☐ Not specified in application	☐ Yes ☒ No	OSPI has developed a monitoring rubric for annual reviews but had not used it yet at the time of the site visit. They were preparing to do their initial Year 1 implementation site visits in Spring of 2018.
Select subgrantees to be monitored using a risk-based or other strategic approach in accordance with monitoring plan: ☒ Not specified in application	☐ Yes ☒ No	OSPI will receive quarterly project updates from the subgrantees and conduct quarterly calls with the authorizers to confirm what the schools report. OSPI will monitor all subgrantees per the schedule described above.
Use trained monitors to monitor subgrantee projects in accordance with monitoring plan: The application noted that a CSP Fiscal Manager would be hired to provide fiscal oversight for the CSP grant including fiscal monitoring of subgrantees. ☐ Not specified in application	☐ Yes ☒ No	The Grant Coordinator will serve as a Fiscal Manager and monitor subgrantee projects. OSPI was not able to hire multiple people due to changes in the scope of the grant awarded. The Project Coordinator received monitoring guidance from NACSA.
Systematic monitoring processes align with monitoring plan and allow SEA to assess a subgrantee's progress in meeting the performance objectives	☐ Yes ☒ No	Reviews have not yet occurred. OSPI will conduct quarterly review calls and Year 1 site visits to each subgrantee to monitor progress toward CSP objectives.

Table 2.5: SUBGRANTEE MONITORING		
Elements of subgrantee monitoring.	**Implementation Issue?**	**Detailed Information – Describe components of subgrantee monitoring process. Add text to indicate promising practices, specific implementation issues, or changes to proposed activities**
and other programmatic components outlined in subgrant applications: The application described the following programmatic monitoring activities: • Annual performance evaluation • Year 1 Implementation site visits • Final Grant Reports from subgrantees exiting the grant program • Quarterly Board observations of all subgrantees • Board governance training as necessary ☐ Not specified in application		
Systematic monitoring processes align with monitoring plan and allow it to assess a subgrantee's fiscal control and fund accounting procedures (including program requirements and allowable costs): The application described the following fiscal monitoring activities: • Collect, review, and approve CSP grant budgets • Collect, review, and approve Annual Financial Reports for each subgrantee starting in year 1 of the grant • Mid-year fiscal desk review • Review of timely draw-down of funds by subgrantees ☐ Not specified in application	☒ Yes ☐ No	The grantee receives monthly progress reports from subgrantees, which allow the grantee to monitor subgrantee use of funds. Fiscal monitoring of CSP also occurs on the annual site visit. The grantee was not implementing the annual financial report review as proposed. As a result, it was not clear that monitoring of fiscal procedures was in place during subgrantees' first year. OSPI and the two charter school authorizers decided to postpone fiscal reviews until the school's second year of operation. In the first year, they will provide schools technical assistance on financial procedures, rules, and regulations. The fiscal reviews will use a Financial Performance Framework.
Monitoring processes include formal follow-up or corrective action plans for identified deficiencies: The three Performance Frameworks provide an annual review of school	☐ Yes ☒ No	CSP monitoring is part of the monitoring process. Documentation is submitted via the online Program Monitor. Charter schools get a report identifying any corrective actions and receive technical assistance from the authorizer until all of the items are compliant. There is a 45-day window for the initial response and then two

Commented [A13]: There is monitoring taking place by 3 different entities. The CSP Grant Coordinator is monitoring CSP-specific items. The authorizer monitors based on the performance frameworks (academic, operational, financial) and the charter contract. OSPI monitors for federal programs. The monitoring, reporting, and corrective action plans would be different based on the entity.

Table 2.5: SUBGRANTEE MONITORING		
Elements of subgrantee monitoring.	**Implementation Issue?**	**Detailed Information – Describe components of subgrantee monitoring process. Add text to indicate promising practices, specific implementation issues, or changes to proposed activities**
progress and a source of information used by the authorizers to make decisions involving corrective action. Per State law, the authorizer is tasked with notifying and taking appropriate corrective actions or imposing sanctions in response to a charter school's deficiencies in school performance or legal compliance.		weeks for subsequent iterations of efforts at compliance.

☐ Not specified in application

Sources: *Charter Schools Limited Review Items, CPR Entrance Notes 1718, cpr Team Lead Previsit Call Form 1718, 15 - Fiscal – Printable, 2017-18 Grant Calendar, Authorizer Quarterly Call Form DRAFT, CSP Subgrant Progress Report, Subgrantee Quarterly Call DRAFT, Academic Performance Framework, Board on Track*

Indicator 2.6: DISSEMINATION OF INFORMATION AND BEST PRACTICES. The State disseminates best or promising practices of charter schools to each local educational agency in the state (as applicable).

Table 2.6: DISSEMINATION OF INFORMATION AND BEST PRACTICES		
Elements of dissemination of best or promising practices.	**Implementation Issue?**	**Detailed Information – Describe components of dissemination subgrants. Add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Dissemination subgrants		
Utilization of dissemination subgrants to identify and disseminate best or promising practices of charter schools to each LEA in the State: ☒ Not applicable. The State is not issuing dissemination subgrants. ☐ Not specified in application	☐ Yes ☐ No ☒ Not applicable	☐ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
Dissemination of information and best practices strategy:		
Identification and selection of best or promising practices (including use of dissemination subgrants and other efforts, as applicable): Per the application, Activity 1.4 is dissemination of best and promising practices and Performance Measure 1.6 is to track the percentage of school specific models/best practices that demonstrate best and promising practices based on student achievement. The application proposed to analyze and post charter school discipline data, attendance, and performance data on the OSPI website to allow for a comparison of schools in order to identify charter schools employing promising practices. These research articles, case studies, and success stories would then highlight the charter school models and educational practices that led to their successful outcomes. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (no additional text necessary). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Table 2.6: DISSEMINATION OF INFORMATION AND BEST PRACTICES		
Elements of dissemination of best or promising practices.	**Implementation Issue?**	**Detailed Information – Describe components of dissemination subgrants. Add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Dissemination of best or promising practices of charter schools to each LEA in the State (including dissemination subgrants and other efforts, as applicable): The application identified a range of dissemination activities, including: • Continued partnership with the University of Washington Center for Reinventing Public Education (CRPE) to identify and research district/charter collaborations and best practice in Washington charter schools to be disseminated via CRPE research articles and studies. • Charter school presentation of best practice models at the State and National Charter Schools Conference, which is open to all districts and schools. • Charter schools' presentations at OSPI's annual Best Practice Conference in October and the Early Literacy Conference in April each year. • LEA site visits to charter schools. • Charter school presentations at the Rural Alliance Annual Conference in Spokane. ☐ Not specified in application	☒ Yes ☐ No	☐ Implementing as proposed or necessary (no additional text necessary). ☒ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). OSPI has convened the charter schools to share promising practices but has not included LEAs in these dissemination activities. None of the other proposed dissemination activities have taken place to date.
Ability to ensure that disseminated information reaches all LEAs in the State: ☒ Not specified in application	☒ Yes ☐ No	☐ Implementing as proposed or necessary (no additional text necessary). ☒ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). This was not being implemented at the time of the visit. Dissemination efforts were only reaching charter schools.

Sources: *Charter District Partnerships, Washington State Charter Schools Association Conference 2017*

Indicator 2.7: ASSESSMENT OF PERFORMANCE MEASURE DATA. The State demonstrates appropriate data collection and interpretation strategies to meet its application objectives.

Table 2.7A: ASSESSMENT OF PERFORMANCE MEASURE DATA		
Objective 1: Increase and sustain the number of new, high-quality charter schools in Washington state through subgrants for planning, program design, and implementation.		
Performance Measure	**Performance Measure Data Review**	**Notes**
Performance Measure 1.a: # of CSP subgrant applicants.	☒ No concerns with data quality or performance measure interpretation ☐ Performance measure not applicable at time of monitoring visit (explain) Data Quality/Interpretation Concerns: ☐ Inconsistent wording of performance measure over time ☐ Inconsistent units of measure over time ☐ Data not aligned with performance measure ☐ Incomplete or missing data ☐ Data not available (explain) ☐ Other (specify)	
Performance Measure 1.b: # of CSP subgrant awards.	☒ No concerns with data quality or performance measure interpretation ☐ Performance measure not applicable at time of monitoring visit (explain) Data Quality/Interpretation Concerns: ☐ Inconsistent wording of performance measure over time ☐ Inconsistent units of measure over time ☐ Data not aligned with performance measure ☐ Incomplete or missing data ☐ Data not available (explain) ☐ Other (specify)	
Performance Measure 1.c: # of high-quality charter schools receiving CSP SEA funds in WA as de-fined in state statute, RCW 28A.710.170.	☒ No concerns with data quality or performance measure interpretation ☐ Performance measure not applicable at time of monitoring visit (explain) Data Quality/Interpretation Concerns: ☐ Inconsistent wording of performance measure over time	This performance measure was originally the number of high-quality charter schools in operation in the state. OSPI obtained final approval of its revised CSP grant performance measures from ED on April 18, 2017.

Table 2.7A: ASSESSMENT OF PERFORMANCE MEASURE DATA		
Objective 1: Increase and sustain the number of new, high-quality charter schools in Washington state through subgrants for planning, program design, and implementation.		
Performance Measure	**Performance Measure Data Review**	**Notes**
	☐ Inconsistent units of measure over time ☐ Data not aligned with performance measure ☐ Incomplete or missing data ☐ Data not available (explain) ☐ Other (specify)	
Performance Measure 1.d: % of CSP subgrants that are completed that are continuing or have reached completion.	☒ No concerns with data quality or performance measure interpretation ☐ Performance measure not applicable at time of monitoring visit (explain) Data Quality/Interpretation Concerns: ☐ Inconsistent wording of performance measure over time ☐ Inconsistent units of measure over time ☐ Data not aligned with performance measure ☐ Incomplete or missing data ☐ Data not available (explain) ☐ Other (specify)	This performance measure was originally the number of CSP subgrants continued to completion. OSPI obtained final approval of its revised CSP grant performance measures from ED on April 18, 2017.
Performance Measure 1.e: # of high-quality charter schools in Washington receiving CSP SEA funds as measured by subgrantee monitoring results of meets expectations or higher.	☐ No concerns with data quality or performance measure interpretation ☒ Performance measure not applicable at time of monitoring visit (explain) Data Quality/Interpretation Concerns: ☐ Inconsistent wording of performance measure over time ☐ Inconsistent units of measure over time ☐ Data not aligned with performance measure ☐ Incomplete or missing data ☐ Data not available (explain) ☐ Other (specify)	This performance measure was originally the number of high-quality charters in Washington. OSPI obtained final approval of its revised CSP grant performance measures from ED on April 18, 2017. Subgrantee monitoring had not begun at the time of the site visit, but the grantee was in the process of developing a rubric to measure subgrantee implementation.

Table 2.7A: ASSESSMENT OF PERFORMANCE MEASURE DATA		
Objective 1: Increase and sustain the number of new, high-quality charter schools in Washington state through subgrants for planning, program design, and implementation.		
Performance Measure	**Performance Measure Data Review**	**Notes**
Performance Measure 1.f: The # of charter schools that demonstrate best and promising practices based on student achievement gains in charter schools throughout the state as defined by the charter school's fidelity to its researched based practices per the charter application and achieving its mission specific goals codified annually in the charter contract and Performance Framework.	☐ No concerns with data quality or performance measure interpretation ☐ Performance measure not applicable at time of monitoring visit (explain) Data Quality/Interpretation Concerns: ☐ Inconsistent wording of performance measure over time ☐ Inconsistent units of measure over time ☐ Data not aligned with performance measure ☐ Incomplete or missing data ☐ Data not available (explain) ☒ Other (specify)	This performance measure was originally the percentage of school specific models/best practices that demonstrate best and promising practices based on student achievement. OSPI obtained final approval of its revised CSP grant performance measures from ED on April 18, 2017. OSPI had not determined how to identify promising practices at the time of the site visit; the Commission does not have a definition of best practices yet.
Performance Measure 1.g: The # of charter schools receiving CSP SEA funds that are collaborating with school district central office personnel. Collaboration is documented by emails and other regular correspondence, available from both the charter school and the school district, stating that both parties consider themselves to be collaborating with one another. Such documentation will also describe: • Any formal agreement (such as an MOU or interlocal agreement) if one is established to support the initiative; • The issue or substantive topic to be addressed by collaboration (e.g., shared professional development for teachers and leaders and instructional practices; joint efforts at recruiting teachers or leaders; shared or contracted facilities, technology, special education, or transportation;	☒ No concerns with data quality or performance measure interpretation ☐ Performance measure not applicable at time of monitoring visit (explain) Data Quality/Interpretation Concerns: ☐ Inconsistent wording of performance measure over time ☐ Inconsistent units of measure over time ☐ Data not aligned with performance measure ☐ Incomplete or missing data ☐ Data not available (explain) ☐ Other (specify)	This performance measure was originally the number of charter school/district collaborations. OSPI obtained final approval of its revised CSP grant performance measures from ED on April 18, 2017.

Table 2.7A: ASSESSMENT OF PERFORMANCE MEASURE DATA Objective 1: Increase and sustain the number of new, high-quality charter schools in Washington state through subgrants for planning, program design, and implementation.		
Performance Measure	**Performance Measure Data Review**	**Notes**
collaboration to address shared questions of funding, turnaround of failing schools by charters, or facilitating the growth of successful charters; and shared systems that address data, accountability and/or enrollment systems); • The time frame and frequency of meetings or other events involved; and The types of activities in which the participants will engage.		

Sources: *Performance Measures Updates, WA Performance Measures with Data Collection Strategies, Washington CSP Grant Revised APR All Sections 5.31.17*

Table 2.7B: ASSESSMENT OF PERFORMANCE MEASURE DATA Objective 2: Enhancing capacity of charter school leaders and board members at new and existing charter schools.		
Performance Measure	**Performance Measure Data Review**	**Notes**
Performance Measure 2.a: % of charter schools with 100% compliance per charter contract and governance areas (Operational Framework).	☒ No concerns with data quality or performance measure interpretation ☐ Performance measure not applicable at time of monitoring visit (explain) Data Quality/Interpretation Concerns: ☐ Inconsistent wording of performance measure over time ☐ Inconsistent units of measure over time ☐ Data not aligned with performance measure ☐ Incomplete or missing data ☐ Data not available (explain) ☐ Other (specify)	

Sources: *2018 New Schools Orientation Guide Final, Organizational Performance Framework_Expanded Criteria,*

Table 2.7C: ASSESSMENT OF PERFORMANCE MEASURE DATA		
Objective 3: Increase the quality of the state's charter school authorizer infrastructure through technical assistance, training, and access to necessary resources.		
Performance Measure	**Performance Measure Data Review**	**Notes**
Performance Measure 3.a: # of charter authorizers accessing available supports as evidenced by charter authorizers engaging with NACSA in the development and refinement of the authorizer's authorizing practices.	☒ No concerns with data quality or performance measure interpretation ☐ Performance measure not applicable at time of monitoring visit (explain) Data Quality/Interpretation Concerns: ☐ Inconsistent wording of performance measure over time ☐ Inconsistent units of measure over time ☐ Data not aligned with performance measure ☐ Incomplete or missing data ☐ Data not available (explain) ☐ Other (specify)	This performance measure was originally the number of charter authorizers accessing available supports. OSPI obtained final approval of its revised CSP grant performance measures from ED on April 18, 2017.
Performance Measure 3.b: # of new charter authorizers.	☒ No concerns with data quality or performance measure interpretation ☐ Performance measure not applicable at time of monitoring visit (explain) Data Quality/Interpretation Concerns: ☐ Inconsistent wording of performance measure over time ☐ Inconsistent units of measure over time ☐ Data not aligned with performance measure ☐ Incomplete or missing data ☐ Data not available (explain) ☐ Other (specify)	
Performance Measure 3.c: % of charter schools receiving CSP SEA funds that meet Pre-Opening Conditions and annual Operational and Financial Performance Framework expectations, which are assessed annually, as a result of grant TA.	☒ No concerns with data quality or performance measure interpretation ☐ Performance measure not applicable at time of monitoring visit (explain) Data Quality/Interpretation Concerns: ☐ Inconsistent wording of performance measure over time ☐ Inconsistent units of measure over time ☐ Data not aligned with performance measure ☐ Incomplete or missing data ☐ Data not available (explain) ☐ Other (specify)	This performance measure was originally the percentage of charter schools meeting Pre-Opening Conditions and annual Operational and Financial Performance Framework expectations, as a result of grant TA. OSPI obtained final approval of its revised CSP grant performance measures from ED on April 18, 2017.

Performance Measure 3.d: # of subgrantee/non-subgrantee participating in scheduled grant TA opportunities.	☒ No concerns with data quality or performance measure interpretation ☐ Performance measure not applicable at time of monitoring visit (explain) Data Quality/Interpretation Concerns: ☐ Inconsistent wording of performance measure over time ☐ Inconsistent units of measure over time ☐ Data not aligned with performance measure ☐ Incomplete or missing data ☐ Data not available (explain) ☐ Other (specify)	This performance measure was originally "# of subgrantee/non-subgrantee accessing grant TA opportunities". OSPI obtained final approval of its revised CSP grant performance measures from ED on April 18, 2017.
Performance Measure 3.e: % of charter administrators, board members, staff, operations managers reporting an improvement in their policies, practices and procedures as a result of grant TA.	☐ No concerns with data quality or performance measure interpretation ☒ Performance measure not applicable at time of monitoring visit (explain) Data Quality/Interpretation Concerns: ☐ Inconsistent wording of performance measure over time ☐ Inconsistent units of measure over time ☐ Data not aligned with performance measure ☐ Incomplete or missing data ☐ Data not available (explain) ☐ Other (specify)	Participants will complete a survey at the end of TA. Some TA had not been developed at the time of the site visit (e.g., governance modules).

Sources: *New Schools Orientation, Charter Contract Deep Dive.Pt1.12072017, New Charter School Presentation - Finance and Apport., Charter Performance Framework, Assessment PPT Charter School Orientation December 2017, Performance Measures Updates, WA Performance Measures with Data Collection Strategies, Washington CSP Grant Revised APRAll Sections 5.31.17*

3. ADMINISTRATIVE AND FISCAL RESPONSIBILITIES

CSP grantees incur specific administrative and fiscal responsibilities under Federal law. This section focuses on the SEA's statewide strategy and vision for charter schools; its allocation, use, and controls over the CSP grant funds and other Federal funds; and the State's associated responsibilities in administering the CSP grant. It includes indicators that cover the State's responsibility to:

- Implement its state-level strategy and vision for charter schools
- Inform appropriate audiences about Federal funding for charter schools and ensure that charter schools receive their commensurate share of relevant funds
- Allocate no more than the allowable amounts of CSP funds for administration, dissemination, and revolving loan fund purposes
- Administer and ensure appropriate disbursement and accounting for CSP funds
- Monitor the proper use of CSP funds
- Ensure LEAs do not deduct funds for administrative expenses or fees except in certain circumstances
- Ensure the timely transfer of student records
- Maintain and retain records related to the CSP grant funds
- Comply with special conditions imposed on the grant

Indicator 3.1: STATE-LEVEL STRATEGY AND VISION. The State is implementing its state-level strategy and vision as noted in the approved grant application.

Table 3.1: STATE-LEVEL STRATEGY AND VISION

Elements of the overall State strategy and vision for charter schools.	Implementation Issue	Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.
State's strategy for using charter schools to improve educational outcomes for students results in the creation of high-quality charter schools and/or the closure of poor-performing charter schools. Washington's charter law has undergone significant changes over the last several years. As charter schools are new to the state, OSPI and SBE are working strategically with schools and the other authorizer in the state to provide clear frameworks for monitoring existing schools and rigorous application criteria for opening new schools to facilitate a high-quality charter environment in Washington. Their key CSP objectives are to increase and sustain the number of new, high-quality charter schools through CSP subgrants, to enhance the capacity of charter school leaders and board members at existing schools, and to increase authorizer infrastructure. Washington State Charter Law supports the State's strategy for high-quality schools through monitoring and evaluation. RCW 28A.710.100 requires charter authorizers to monitor the performance and legal compliance of the schools that it authorizes. State code RCW 28A.710.190 requires charter schools to be assessed using the Performance Framework every 5 years as the key factor in determining whether their charter will be renewed. The Performance Framework is composed of the Academic, Operations, and Financial frameworks that include	☐ Yes ☒ No	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The grantee is implementing their charter strategy as specified in their application to the extent that they are able given altered timelines due to legal challenges to the constitutionality of charter schools in the state. OSPI works closely with the two authorizers to approve high quality charter schools through a rigorous application process and looks to grow the pipeline of quality schools without adding administrative application burden by incorporating the CSP subgrant competition as part of the charter application to the authorizer. Moving forward, OSPI still intends to use CSP funds to offer ongoing professional development to improve governing board capacity and increase authorizer infrastructure, including increasing the number of district authorizers. Their strategy to ensure on-going monitoring of CSP subgrantees remains in place. Washington State law continues to require monitoring and evaluation of charter schools across three performance indicators.

Commented [A14]: This should be "three performance frameworks" as each contains multiple indicators.

Table 3.1: STATE-LEVEL STRATEGY AND VISION		
Elements of the overall State strategy and vision for charter schools.	**Implementation Issue**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
measures and indicators the authorizers use to evaluate their schools. Both Spokane Public Schools and the Commission use the Performance Frameworks to measure progress and compliance. Indicators and measures for the Academic Performance Framework are put forth in law by RCW 28A.710.170. The Performance Framework indicators align with OSPI performance indicators, the SBE Achievement Index, and other State and Federal requirements. In addition to the use of the framework, authorizers conduct site visits to verify compliance. The framework provides clear guidance to the relatively new charter authorizers on how to monitor and evaluate their schools. ☐ Not specified in application		
Statewide vision for charter school growth and accountability results in the creation of high-quality charter schools and/or the closure of poor-performing charter schools. OSPI's vision is that "Every student is ready for career, college, and life. The OSPI mission to provide funding, resources, tools, data, and technical assistance that enable educators to ensure students succeed in our public schools are prepared to access post-secondary training and education and are equipped to thrive in their careers and lives aligns to the overarching grant goal to increase the number of high-quality public charter schools in Washington." OSPI has five top priorities in pursuit of their vision, which support the overarching vision of the grant and are aligned to the Commission's	☐ Yes ☒ No	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The grantee continues to work towards their vision provided in the application. The Project Director stated that the vision is to leverage what they learn from the charter sector to provide examples of high-quality practices and inspiration to all public schools. This vision is aligned with the goals of the CSP grant. The grantee has a definition for high-achieving and poor-performing charter schools and a multi-faceted monitoring environment conducted through OSPI, the State Auditor's Office, and the two charter school authorizers, all of which contribute to the vision of preparing students for by ensuring high-quality charter schools are in operation. Because charter

Table 3.1: STATE-LEVEL STRATEGY AND VISION		
Elements of the overall State strategy and vision for charter schools.	**Implementation Issue**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
strategic goals for the charter sector. Those goals are to increase basic education funding, improve academic achievement for all students and reduce dropout rates, improve the statewide assessment system, expand Career and Technical Education and STEM opportunities, and to promote early learning opportunities. Towards this vision, OSPI has worked on assessment reform and worked with teachers and administrators to adopt Common Core State Standards. The SBE has, with OSPI, developed the Achievement Index which is now enshrined in law as an indicator in the Academic Performance Framework used to measure school's success. ☐ Not specified in application		schools in Washington receive less funding than traditional public schools across a variety of funding structures—State teacher funding and access to local levy dollars, as examples—the CSP grant is allowing the grantee to pursue their vision of increasing educational funding to high quality schools.
The State utilizes its logic model to guide grant administration and implementation as well as to determine progress. The logic model provided by the grantee presents OSPI's Theory of Action for meeting CSP grant objectives and performance measures. It provides specific activities for each partner and administrative input into the grant infrastructure. Key features include mapping available resources, key activities of the grant, performance measures, outcomes mapped to performance measures, and long and short-term impacts. The logic model is the basis of the OSPI CSP Management Plan. ☐ Not specified in application	☐ Yes ☒ No	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). During the site visit, the CSP Grant Coordinator stated that while she does not necessarily use the logic model day to day, it does guide her work, particularly in how it is operationalized in the management plan and performance measure documents which are used to determine progress. While OSPI believes that the State's recently accepted ESSA plan will bolster their efforts, they were not positioned to comment on the efficacy of their logic model outcomes at the time of the site visit. OSPI has not yet had a full-year cycle of awarding subgrants and monitoring outcomes.

Table 3.1: STATE-LEVEL STRATEGY AND VISION		
Elements of the overall State strategy and vision for charter schools.	**Implementation Issue**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
The management plan is implemented to achieve proposed objectives on time and within budget. The management plan as proposed provides for a full CSP Grant team consisting of the Project Director (.5 FTE), CSP Coordinator (FTE TBD at time of application), CSP Support Staff (.5 FTE), CSP Fiscal Manager (.25 FTE year 1, .5 FTE year 2, .75 FTE year 3) and various other OSPI grants, fiscal, and program staff. The management plan provides clear tasks and timelines for the CSP grant team and links each task to a performance measure. ☐ Not specified in application	☐ Yes ☒ No	☐ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☒ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The grantee's management plan has been significantly revised from the plan submitted in the application due to a reduced grant award and a clearer understanding of the 5% administrative cap. The revised management plan delineates clear roles and responsibilities for CSP project staff. The plan aligns implementation benchmarks with performance measures on a timeline and assigns benchmark tasks to be carried out by specific roles. The benchmarks are organized into clear activity blocks related to the grant's mission and vision, including the subgrant competition, grant-related technical assistance, subgrantee monitoring including budget review and training, charter governing board development and technical assistance, OSPI and authorizer support, and increasing OSPI and authorizer capacity. The grantee regularly refers to the management plan and tracks its progress. While the grantee is behind on a number of proposed activities, they are aware of where they are with regards to their proposed timeline.

Sources: *Logic Model Revision, CSP Management Plan Updated 3.1, Application Attachment 21*

Indicator 3.2: FEDERAL PROGRAMS INFORMATION AND FUNDING. The State informs appropriate audiences about the SEA's charter school grant program, Federal funds that the charter school is eligible to receive, and Federal programs in which the charter school may participate, and ensures that each charter school in the State receives its commensurate share of Federal education formula funds.

Table 3.2: FEDERAL PROGRAMS AND FUNDING

Responsibilities of the SEA to inform and ensure access to Federal programs and funding.	Implementation Issue?	Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.
Inform teachers, parents, and communities of the State educational agency's charter school grant program: ☒ Not specified in application	☒ Yes ☐ No	☐ Implementing as proposed or necessary (explain below). ☒ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). During the site visit, the Grant Coordinator stated that the grantee was only recently made aware of the expectation to inform teachers, parents, and communities of the CSP grant program. There is no current action in place to do so. The grantee intends to develop a web-based information program targeted to those populations moving forward.
Inform each charter school in the State about Federal funds that the charter school is eligible to receive: The grantee informs all schools annually of State and Federal program eligibility. Application information, including Federal application due dates, is communicated through regularly released memos and bulletins, iGrants group email announcements, and program-specific listservs. Those announcements are typically directed to the superintendents or school leaders, district fiscal officers, grants administrators, grant writers, and the iGrants district administrator. iGrants is the grant management application that OSPI uses. All charters apply for subgrants, submit budgets, budget	☐ Yes ☒ No	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). Once a school receives its LEA information after having its charter approved, it can access the Education Data System (EDS) and iGrants systems (which LEAs use to interface with the SEA) and is added to relevant OSPI listservs. Through iGrants and OSPI, schools receive emails of upcoming application windows for Federal funds they are eligible for and receive reminders to apply. Charter schools can apply directly through iGrants for entitlement funding and competitive funding

Table 3.2: FEDERAL PROGRAMS AND FUNDING		
Responsibilities of the SEA to inform and ensure access to Federal programs and funding.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
revisions, and complete reporting requirements through iGrants. They also submit funding claims through iGrants which are processed separately by OSPI grants management. ☐ Not specified in application		applications. Federal program specialists within OSPI, such as Titles I and II, are available to provide technical assistance and guidance to schools in their application process and after the award is made. OSPI corresponded with interested CSP subgrantee applicants and informed them about upcoming funding and application opportunities to the best of their knowledge. Additionally, the Washington State Charter School Commission included a section on the CSP grant in their Application Orientation presentation to potential new school applicants in which they provided an overview of the CSP grant program and application process. During school visits, subgrantees reported that they were receiving notifications about the funds that they were eligible for via iGrants and OSPI and cited email alerts as reminders to apply for funding each year, including their first year of operation.
Ensure that each charter school in the State receives the charter school's commensurate share of Federal education funds that are allocated by formula each year, including during the first year of operation of the charter school: OSPI is delegated by statute the responsibility to distribute formula funds to public schools in Washington. OSPI allocates funds by formula to charter schools in their first year of operation based upon their projected annual enrollment of the school. In their second year, charter schools receive funds based on their actual monthly-calculated student enrollment. The OSPI Apportionment and Financial Services section provides technical assistance and support to charter schools. Authorized charter schools are in the OSPI fiscal apportionment system	☐ Yes ☒ No	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). All formula fund apportionment flows from OSPI to schools, including charter schools and CSP subgrantees. Through the iGrants system, schools are able to apply for and receive additional Federal funds, including CSP and Title funds, on top of their State apportionment funds. Schools in their first year of operation are provided apportionment based on enrollment and special populations projections that they submit to OSPI before opening. OSPI works with schools to set those projections in the spring prior to their opening. The projections are reconciled with the

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Table 3.2: FEDERAL PROGRAMS AND FUNDING		
Responsibilities of the SEA to inform and ensure access to Federal programs and funding.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
that directly apportions and distributes funds to the schools. CSP subgrant funds are also distributed via iGrants. Charter schools are considered their own LEAs under Washington State law and are mandated to comply with all Federal and State laws related to educating students with disabilities, including IDEA. ☐ Not specified in application		actual enrollment counts and budget actuals in January of their first year of operation and they receive funding based on those actuals in their second year of operation. The funding is paid through monthly apportionment. Subgrantees did not report any problems in receiving Federal funds, including during their first year of operation.

Sources: *Email with Nate Marciochi 2.5.18, Email with Summit 5.23.17, Email with WA Charters 6.7.17, YearAtAGlanceTitle1ALAP, Title 1 Part A Email 7.27.17, Final-App-Oritentation-10.5.2017 1.1*

Indicator 3.3: ALLOCATION OF CSP FUNDS. The proportion of grant funds reserved by the State for each activity does not exceed the allowable amount.

Table 3.3: ALLOCATION OF CSP FUNDS		
Limits on the allocation of CSP funds.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Not more than 5% for administrative expenses associated with the program:	☐ Yes ☒ No	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). According to most current budget provided to the site visit team with administrative costs highlighted, the grantee is spending 4.8% on administrative costs.
Not more than 10% to support allowable dissemination activities: The grantee is not using funds for dissemination activities.	☐ Yes ☐ No ☒ Not applicable	☐ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).
Not more than 10% for the establishment of a revolving loan fund: State law in Washington does not currently allow for a revolving loan fund.	☐ Yes ☐ No ☒ Not applicable	☐ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Table 3.3: ALLOCATION OF CSP FUNDS		
Limits on the allocation of CSP funds.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Does not exceed subgrant limits outlined in the NIA:	☐ Yes ☒ No ☐ Not applicable	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The grantee is not exceeding the subgrant limit of $800,000 as outlined in the NIA.

Sources: *Revised Budget Emails; Washington Revised Budget, Re_Follow Up; Copy of OSPI CSP Budget- 3.20.17l; Charter School Grant Award Notification Documents*

Indicator 3.4: FISCAL CONTROL AND FUND ACCOUNTING PROCEDURES**.** The SEA administers the CSP funds and monitors subgrantee projects to ensure the proper disbursement, accounting, and use of Federal funds.

Table 3.4A: FISCAL CONTROL AND FUND ACCOUNTING PROCEDURES		
Uniform Guidance and EDGAR Regulations:	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
2 CFR 200.302 Financial Management and 2 CFR 200.313 Equipment		
(1) Financial reporting (e.g., complete disclosure of financial results)	☐ Yes ☒ No	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). Subgrantees are asked to submit monthly reports of their spending to the Grant Coordinator before they request a drawdown in the system. The Financial Services team and Grant Management team support OSPI's CSP team through processing drawdowns and maintaining subgrantee budgets. The Grants Management Supervisor intends to submit a report of all CSP spending to the Grant Coordinator monthly, after subgrantees request drawdowns. The Commission submits a yearly series of reports on each school's performance to their respective boards, including their performance according to the financial section of the Performance Framework. The Grant Coordinator monitors a selection of board meetings to ensure boards are conducting financial oversight for subgrantees. Subgrantees are subject to yearly audits which must be filed with their authorizer and are part of the Consolidated Program Review (CPR) monitoring of Federal programs conducted by OSPI on a rotating basis.
(2) Accounting records (e.g., source and application of funds)	☒ Yes ☐ No	☐ Implementing as proposed or necessary (explain below). ☒ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The grantee used a robust financial system for tracking CSP expenditures, but the system did not provide adequate documentation detailing subgrantee budget approvals and amendments. Accounting records are kept through the iGrants EDS system. iGrants maintains copies of each subgrantee budget and allows subgrantees to submit claims under pre-approved

Table 3.4A: FISCAL CONTROL AND FUND ACCOUNTING PROCEDURES		
Uniform Guidance and EDGAR Regulations:	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
		budget categories. Receipts and invoices of CSP purchases are to be sent to the Grant Coordinator for approval before subgrantees submit a reimbursement request. All grant budget categories are coded within iGrants into broad categories of allowable expenses, which were developed by the Grant Coordinator in collaboration with the Grants Management Supervisor and Fiscal Services team. iGrants did not contain detailed documentation regarding subgrant budget approval and amendments. When comparing proposed subgrantee budgets to those in iGrants, it was often unclear how the proposed subgrant was revised or amended to obtain the iGrants budget. iGrants includes a notes feature which can log budget or other grant changes, but this feature was not consistently used. The coding scheme also makes it difficult to understand what approved budgets entail in iGrants. Careful review of separate budget documentation is necessary to understand the approved budget items and to determine allowability of costs. Finally, errors were found in the coding of subgrantee budgets within iGrants. Two subgrantees utilizing CSP funds to publicize their school have these costs coded under the "21 Superv. -Instruction" category rather than the public relations category in their iGrants budgets.
(3) Internal control (e.g., process and measures to account for funds, property, and assets)	☐ Yes ☒ No	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). Purchasing procedures differ between the CMO subgrantees and the district-authorized subgrantee. Both procedures include certain cost points requiring different approvals and various competitive approaches to purchasing. <u>CMO subgrantees</u>: The two CMO subgrantees visited have a three-pronged purchasing system in place with use cases triggered by the amount of the request, one for purchases under[redacted], one for those between[redacted] and one for purchases over[redacted]0. In each case, purchase categories are pre-approved in the CSP budget and individual purchases are often discussed with the Grant Coordinator before purchase. Purchases under[redacted] For purchases under[redacted], no competitive bidding process is triggered, and they do not require a purchase order. The requesting party, such as a

Table 3.4A: FISCAL CONTROL AND FUND ACCOUNTING PROCEDURES		
Uniform Guidance and EDGAR Regulations:	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
		teacher, creates an expense request and submits it to their school leader. If approved, the request goes to the CMO finance team, who review the request for allowability and submit it to a vendor. When the finance team receives an invoice, they contact the entity with budget authority (Principal or operations team were given as examples) for review and approval of the invoice. Purchases between [redacted]: For orders between [redacted], a competitive bidding process is triggered wherein the subgrantee must receive a minimum of three bids which must be available for public perusal. Purchases at this level require the requesting party to create a purchase order. The requesting party must create a purchase order and submit it directly to the CMO Finance department, who review it for allowability, and then forward it to the CFO for review. If approved, the request is bid out and then submitted to the winning vendor. When the finance team receives an invoice from a vendor, they match it to the purchase order. Purchases over [redacted] For a purchase over [redacted] a competitive bidding process is triggered wherein the subgrantee must provide public notice of the competition in a newspaper for at least 2 week, the bid specifications must be available at a specified location, only written bids are accepted, bids must be available for public perusal and all bids must be opened and read in public on a specified date. Purchases at this level require the requesting party to create a purchase order. The requesting party must create a purchase order and submit it directly to the CMO Finance department, who review it for allowability, and then forward it to the CFO for review. If approved, the request is bid out and then submitted to the winning vendor. When the finance team receives an invoice from a vendor, they match it to the purchase order. CSP funded items are tracked in a separate inventory and tagged appropriately when they arrive at each school site. Tagging was seen by monitors at a school site that had purchased items with the intent to be reimbursed with CSP funds. The CMO uses one bank account for public funds across all of its schools. Each school maintains individual budgets and inventories and the CMO tracks CSP expenses by school against the CSP budget for that school.

Table 3.4A: FISCAL CONTROL AND FUND ACCOUNTING PROCEDURES		
Uniform Guidance and EDGAR Regulations:	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
		Non-CMO subgrantee: The non-CMO subgrantee visited contracts with Educational Services District (ESD) 101 for fiscal services. Educational Service Districts work across Washington to provide technical assistance to schools. A CSP purchase for this subgrantee begins with the interested party first seeking approval from the Academic Coordinator. If the purchase is over [redacted], at least three quotes must be sought. The Academic Coordinator approves the purchase if it is line with curriculum. The CFO then ensures the vendor is eligible to take Federal funds and makes the purchase using a credit card or a purchase order. Using a financial system called Skyward, program code, object code, and activity code are tracked for all expenditures. CSP funds are coded to one code. CSP purchased items would then be inventoried and labeled. The ESD contact then submits for reimbursement through the iGrants system once the purchase is approved by the Grant Coordinator during the monthly reporting process. If a purchase exceeds [redacted] an informal request for proposal is used. Above [redacted] a formal request for proposal is issued.
(4) Budget control (e.g., process and measures to compare outlays with budget amounts)	☒ Yes ☐ No	☐ Implementing as proposed or necessary (explain below). ☒ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The site visit team had concerns about budget controls at the grantee level. The budget submitted with the Year 1 APR differed from the budget used by the grantee. Additionally, there was confusion between the Project Director and the Grant Coordinator regarding which budget was correct and in use by the finance team after it was discovered that the budget submitted in APR 1 was not the ED approved budget. The differences between these two budgets relate to funding for the Project Director position, which was funded from different sources between the budgets, and varying salaries for an Administrative Assistant. These differences come to [redacted] Additionally, the budget submitted with the Year 1 APR did not include a computer cost, adding another [redacted] to the discrepancy between the budget being utilized and the one being reported to ED. The grantee lacked clear communication channels regarding CSP budget changes and updates across OSPI systems. There

Table 3.4A: FISCAL CONTROL AND FUND ACCOUNTING PROCEDURES		
Uniform Guidance and EDGAR Regulations:	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
		was no formal schedule for updating the CSP budget, and there was no formal process in place to ensure that subgrantees had approval to seek reimbursement from the Grant Coordinator before submitting for reimbursement through iGrants. Expenditures were reviewed against actuals by the Financial Services team once they receive monthly reports from the Grants Management Supervisor during the apportionment process. The Grant Coordinator intends to review spending reports produced by Grants Management against subgrantee spending reports monthly once drawdowns begin. The subgrantees visited had budget control procedures in place, though none had yet been reimbursed for subgrant purchases. CMO subgrantees have CMO and school-level budget control policies. Budget changes and spending requests must flow through a leadership chain at each school site and are approved and checked by the central CMO finance team before being processed as well as once items are received.
(5) Allowable cost (e.g., procedures to determine allowable, allocable, and reasonable use of funds).	☒ Yes ☐ No	☐ Implementing as proposed or necessary (explain below). ☒ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The grantee provides detailed guidance on allowable costs; however, issues with nonallowable were discovered in reviewing approved subgrantee budgets. OSPI provides written and verbal guidance to subgrantees on allowable costs through the supplemental CSP application, pre-application trainings, post-application technical assistance, and through on-going guidance and communication with CSP subgrantees. The Grant Coordinator relies on Federal guidance from the ED website to discern allowable costs, as well as an aggregate guide she put together from a review of other State's allowable cost policies. The grantee consults with ED when unsure about an expense. Subgrantees are provided with sample job descriptions of allowable personnel and activities that may be allowable for them to take part in as an implementation grant awardee. Subgrantees visited indicated knowing what was and was not allowable and that they were comfortable reaching out to the Grant Coordinator with questions.

Table 3.4A: FISCAL CONTROL AND FUND ACCOUNTING PROCEDURES		
Uniform Guidance and EDGAR Regulations:	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
		Moving forward, OSPI will provide guidance on allowable use of CSP grant funds for Commission authorized schools during the application process through the 2019-2020 New Charter School Application. The Application contains language and guidance on allowable costs as well as eligibility requirements for CSP. Both the new and previous versions of the New Charter School Application state that subgrantees are responsible for being aware of allowable costs provisions from the January 2014 CSP Nonregulatory Guidance, Uniform Guidance, and EDGAR. Despite this guidance, one approved subgrantee budget contained instances of unallowable costs, specifically the use of planning funds for implementation costs and vice versa. In a planning subgrantee budget, intent to buy kitchen equipment as well as technology equipment with planning funds was included in approved budgets without clarity on the timeline of purchase. This subgrantee also was budgeted salary for the founding principal in both the planning year and first year of operation of the school without justifying how the salary was a necessary and reasonable CSP expense once the school was operational. Subgrantee budgets require closer oversight by the grantee to ensure compliance to the provided guidance on allowability.
(6) Source documentation (e.g., evidence from transactions that accompany accounting records)	☐ Yes ☒ No	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The Grant Coordinator asks that invoices and other source documentation be provided in subgrantee's monthly progress reports before they request reimbursement. She intends to monitor for appropriate documentation during site visits. Subgrantees are subject to records retention policies spelled out in State statute and are monitored for proper source documentation in the CPR process, authorizer monitoring, and audits.
(7) Cash management (e.g., timely disbursement of funds to not accrue interest)	☐ Yes ☒ No	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Table 3.4A: FISCAL CONTROL AND FUND ACCOUNTING PROCEDURES		
Uniform Guidance and EDGAR Regulations:	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
		CSP funds are distributed on a reimbursement basis and are distributed to subgrantees along with their monthly apportionment (see Accounting Systems Process below). They are distributed directly to LEAs simultaneous to G5 reimbursement to the State. The State is not holding funds that could accrue interest.
Other Regulations		
34 CFR 80.36 Procurement standards, including competitive bidding and contracting	☐ Yes ☒ No	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The Competitive Procurement Guide provided by the grantee states that an RFP, RFQQ, or RFQ is to be used for a formal competition when the contract in question is estimated to be $20,000 or more. The State Department of General Administration has also produced a Competitive Contracting Manual. The grantee states that they follow procurement policy from statute as well as the competitive bidding guide, and that they were provided training on procurement policies. Subgrantees visited have individual procurement practices in place.
34 CFR 75.525 Conflict of interest	☐ Yes ☒ No	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The Grant Director stated that OSPI staff receive conflict of interest training. OSPI staff do not have to sign conflict of interest forms but are subject to State statute on Ethics in Public Service, RCW Title 42 Chapter 42.52. Subgrantees each have a conflict of interest policy as part of their charter contract with their authorizer.
34 CFR 80.32(e) Disposition of assets	☒ Yes ☐ No	☐ Implementing as proposed or necessary (explain below). ☒ Implementation issues identified (explain below).

Table 3.4A: FISCAL CONTROL AND FUND ACCOUNTING PROCEDURES		
Uniform Guidance and EDGAR Regulations:	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
		☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). There are no current written guidelines by the grantee around disposition of assets. The grantee stated that they intend to write a policy based on Uniform Guidance. Subgrantees are subject to disposition of assets policies found in their charter contracts which detail the disposal requirements for items purchased with public funds.

Sources: *CompetitiveProcurementGuide, Competitive Contracting Manual, Atlas Budget & Inventory, Olympus Budget & Inventory, Sierra Budget & Inventory, Tagging convention, Purchasing policy, Conflicts of Interest Policy, Allowable Expenses sheet, Krystal email 09.07, Atlas Full Budget, Sierra Full Budget, ED PO Email 9.11.17b, ED PO Email 1.23.18, ED PO Email 2.5.18, WSCSC- Competitive Procurements 1.4, SIA Contract May 2016, Summit-Atlas-CharterContract.Final_.06022016 1.3, Impact Public Schools Contract_ Final Signatures 1.3, Summit-Olympus-New-Contract.Final_.06022016 1.3; Summit-Sierra-New-Contract.Final_.06022016 1.3*

Table 3.4B FISCAL CONTROL AND FUND ACCOUNTING PROCEDURES – Additional Information. Detailed Information.	
Approach to ensuring that subgrantees receive subgrant funds in appropriate timeframe.	**Provide detailed narrative about the grantee's current approach.**
Accounting Systems Process (e.g., flow of funds)	As of the time of the site visit, no CSP funds had been drawn down by any subgrantees. The grantee anticipated that subgrantees would submit expenses starting at the end of March 2018. The process is as follows: as purchases are made, subgrantees are to submit receipts and invoices to the Grant Coordinator. Each subgrantee must submit their official reimbursement request to the Grant Coordinator by the 10th of each month for approval as part of their newly instituted monthly financial reporting. Additionally, by the 10th of each month, each subgrantee must submit a progress report detailing grant activities and expenditures. Once the Grant Coordinator approves the request, the subgrantee may submit the request through iGrants. The official iGrants request must be submitted by the 15th of each month for a school to receive the CSP reimbursement along with their monthly apportionment funds at the end of the month. Subgrantees may only request reimbursement in the set budget categories that have been approved and are pre-populated in their CSP budget within iGrants. When a subgrantee logs into iGrants, they are presented with a dropdown of their available grants. To file a reimbursement request for their CSP subgrant, subgrantees would navigate to that grant and then enter expenditure amounts into pre-populated, approved budget categories. The subgrantees would then attach an expenditure report and check a box certifying that their submission is complete and true. The request goes through the financial staff and once approved, the Grant Coordinator is notified. CSP reimbursement requests submitted through iGrants are then reviewed by the Grants Management Supervisor. All approved claims are totaled on a monthly basis by subgrantee. The Grants Management Supervisor then combines these amounts for all subgrantees and requests the total amount as a drawdown from Washington's CSP budget through G5. Information about the G5 drawdown is forwarded to the Apportionment department. Apportionment staff then forward it to Financial Services department, who records the transactions and sends notice of the amount to the Treasury for recordkeeping. Once payments go out through Apportionment, the Grants Management Supervisor performs a check against the budgets and enters the numbers for any grant drawdowns in iGrants, updating the budget actuals for any subgrantee that submitted for reimbursement. Those are posted in the accounting system state-wide. Subgrantees receive funding reimbursement through the monthly apportionment process. The State produces two monthly reports on funds released through the apportionment process, available at the State or school level. Report 1197 (Statement of Apportionment) details apportionment amounts revenue account number; apportionment information by grant award appears on Report 1191FG. Both reports are posted online at the end of each month by School Apportionment and Financial Services.

Table 3.4B FISCAL CONTROL AND FUND ACCOUNTING PROCEDURES – Additional Information. Detailed Information.	
Approach to ensuring that subgrantees receive subgrant funds in appropriate timeframe.	**Provide detailed narrative about the grantee's current approach.**
	The Grants Management Supervisor works with iGrants and the broader State accounting system to compare expenditures according to subgrantees with pre-programmed budgets and to keep track of spending from various sources. She can run reports by funding stream to track how much each subgrantee is receiving from the CSP grant. The State is only able to track funds that come through the State apportionment system. Monthly, the Grants Management Supervisor sends the CSP Grant Coordinator a status report on what has been drawn down.
Disposition of Assets	The grantee does not currently have a written disposition of assets policy.

Sources: *Federal Grant Reimbursement Memo, B080-17*

Indicator 3.5: USE OF CSP FUNDS. The SEA ensures that subgrantees' use of Federal funds is allowable, allocable, and/or reasonable.

Table 3.5: USE OF CSP FUNDS		
Use of the grant funds for the approved budget categories.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Post-award planning and design of the educational program		
Refinement of the desired educational program and of the methods for measuring progress toward those results	☒ Yes ☐ No	☐ No concerns regarding use of funds in this category (explain below). ☐ Unique uses of funds identified (explain below). ☐ Specific guidance on this topic provided by the SEA to subgrantees (explain below). ☒ Allowable, allocable, or reasonable use issues identified (explain below). The site visit team found issues with nonallowable curriculum costs budgeted for the planning period. At the time of the site visit, no CSP reimbursements had been requested by subgrantees for planning or implementation funds; the first drawdown was expected to occur at the end of March 2018. The budget for the planning subgrant recipient indicated funds would be used to develop curricular experience programs and to purchase materials for general curriculum. The curriculum cost was included on the budget and narrative submitted with their CSP application as well as in their approved iGrants budget. The site visit team was not provided with narrative on how that cost, generally considered an implementation expense, was allowable under planning.
Professional development of teachers and other staff who will work in the charter school	☐ Yes ☒ No	☒ No concerns regarding use of funds in this category (explain below). ☐ Unique uses of funds identified (explain below). ☐ Specific guidance on this topic provided by the SEA to subgrantees (explain below). ☐ Allowable, allocable, or reasonable use issues identified (explain below). The current subgrantee planning budget does not include expenses for professional development.

Table 3.5: USE OF CSP FUNDS		
Use of the grant funds for the approved budget categories.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Other uses of funds for planning or program design	☒ Yes ☐ No	☐ No concerns regarding use of funds in this category (explain below). ☐ Unique uses of funds identified (explain below). ☐ Specific guidance on this topic provided by the SEA to subgrantees (explain below). ☒ Allowable, allocable, or reasonable use issues identified (explain below). The site visit team found issues with implementation fund uses approved for the planning period without supporting documentation for allowability. The planning subgrantee's approved budget includes [redacted] for instructional technology as well as [redacted] for operation of building expenses. Both of these costs are allowable with implementation funds but not with planning funds. For example, other schools that utilized these categories for their implementation subgrant purchased Chromebooks and classroom furniture. The subgrantee also included funds for [redacted] from January 2018 through the school's opening which is an allowable use of planning funds.
Initial implementation of the charter school		
Informing the community about the school	☐ Yes ☒ No	☒ No concerns regarding use of funds in this category (explain below). ☐ Unique uses of funds identified (explain below). ☒ Specific guidance on this topic provided by the SEA to subgrantees (explain below). ☐ Allowable, allocable, or reasonable use issues identified (explain below). CSP subgrantee budgets indicate their intent to inform communities about their schools through radio ads, television ads, pre-movie ads, and through hiring parents as community ambassadors.

Table 3.5: USE OF CSP FUNDS		
Use of the grant funds for the approved budget categories.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
		In deciding reasonability of use of funds for informing the community about schools, the Grant Coordinator conferred with school leaders to discuss return on investment of various forms of advertising and provided guidance on the most reasonable and effective use of funds.
Acquiring necessary equipment and educational materials and supplies	☐ Yes ☒ No	☒ No concerns regarding use of funds in this category (explain below). ☐ Unique uses of funds identified (explain below). ☒ Specific guidance on this topic provided by the SEA to subgrantees (explain below). ☐ Allowable, allocable, or reasonable use issues identified (explain below). CSP subgrantee budgets indicate their intent to use CSP funds for acquiring library books, musical and arts equipment, and Chromebooks to allow for one-to-one student-to-technology interaction. CSP subgrantee budgets indicate their intent to use CSP funds to acquire furniture and library supplies. The grantee provides written guidance on allowable and nonallowable supply categories.
Acquiring or developing curriculum materials	☐ Yes ☒ No	☒ No concerns regarding use of funds in this category (explain below). ☐ Unique uses of funds identified (explain below). ☐ Specific guidance on this topic provided by the SEA to subgrantees (explain below). ☐ Allowable, allocable, or reasonable use issues identified (explain below). CSP subgrantee budgets indicate their intent to use CSP funds to acquire a range of curriculum materials, including International Baccalaureate curriculum materials and training, math and English intervention curricula, and music and arts equipment.

Table 3.5: USE OF CSP FUNDS		
Use of the grant funds for the approved budget categories.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Other initial operational costs that cannot be met from State or local sources	☐ Yes ☒ No	☒ No concerns regarding use of funds in this category (explain below). ☐ Unique uses of funds identified (explain below). ☐ Specific guidance on this topic provided by the SEA to subgrantees (explain below). ☐ Allowable, allocable, or reasonable use issues identified (explain below).
Other uses of funds for initial implementation	☒ Yes ☐ No	☐ No concerns regarding use of funds in this category (explain below). ☐ Unique uses of funds identified (explain below). ☐ Specific guidance on this topic provided by the SEA to subgrantees (explain below). ☒ Allowable, allocable, or reasonable use issues identified (explain below). The planning subgrantee's budget includes funds for [redacted] with CSP funds during the first full year of operations and does not provide a justification for this expense. [redacted] may be allowable under implementation subgrants, but justification is required for why the cost is reasonable and related to carrying out the CSP grant.
Dissemination activities (if applicable)		
Assisting other individuals with the planning and start-up of one or more new public school(s)	☐ Yes ☐ No ☒ Not applicable	☐ No concerns regarding use of funds in this category (explain below). ☐ Unique uses of funds identified (explain below). ☐ Specific guidance on this topic provided by the SEA to subgrantees (explain below). ☐ Allowable, allocable, or reasonable use issues identified (explain below).
Developing partnerships with other public schools	☐ Yes ☐ No ☒ Not applicable	☐ No concerns regarding use of funds in this category (explain below). ☐ Unique uses of funds identified (explain below). ☐ Specific guidance on this topic provided by the SEA to subgrantees (explain below). ☐ Allowable, allocable, or reasonable use issues identified (explain below).

Table 3.5: USE OF CSP FUNDS		
Use of the grant funds for the approved budget categories.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Developing curriculum materials, assessments, and other materials that promote increased student achievement	☐ Yes ☐ No ☒ Not applicable	☐ No concerns regarding use of funds in this category (explain below). ☐ Unique uses of funds identified (explain below). ☐ Specific guidance on this topic provided by the SEA to subgrantees (explain below). ☐ Allowable, allocable, or reasonable use issues identified (explain below).
Conducting evaluations and developing materials that document successful practices	☐ Yes ☐ No ☒ Not applicable	☐ No concerns regarding use of funds in this category (explain below). ☐ Unique uses of funds identified (explain below). ☐ Specific guidance on this topic provided by the SEA to subgrantees (explain below). ☐ Allowable, allocable, or reasonable use issues identified (explain below).
Other uses of funds for dissemination	☐ Yes ☐ No ☒ Not applicable	☐ No concerns regarding use of funds in this category (explain below). ☐ Unique uses of funds identified (explain below). ☐ Specific guidance on this topic provided by the SEA to subgrantees (explain below). ☐ Allowable, allocable, or reasonable use issues identified (explain below).
ESSA Flexibility activities (if applicable)		
Conducting minor facilities repairs, excluding construction. (Describe approved use and approach below.)	☐ Yes ☐ No ☒ Not applicable	☐ No concerns regarding use of funds in this category (explain below). ☐ Unique uses of funds identified (explain below). ☐ Specific guidance on this topic provided by the SEA to subgrantees (explain below). ☐ Allowable, allocable, or reasonable use issues identified (explain below).
Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations. (Describe approved use and approach below.)	☐ Yes ☐ No ☒ Not applicable	☐ No concerns regarding use of funds in this category (explain below). ☐ Unique uses of funds identified (explain below). ☐ Specific guidance on this topic provided by the SEA to subgrantees (explain below). ☐ Allowable, allocable, or reasonable use issues identified (explain below).

Table 3.5: USE OF CSP FUNDS		
Use of the grant funds for the approved budget categories.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Providing one-time, startup costs associated with providing transportation to students to and from the charter school. (Describe approved use and approach below.)	☐ Yes ☐ No ☒ Not applicable	☐ No concerns regarding use of funds in this category (explain below). ☐ Unique uses of funds identified (explain below). ☐ Specific guidance on this topic provided by the SEA to subgrantees (explain below). ☐ Allowable, allocable, or reasonable use issues identified (explain below).

Sources: *RE_Written Notification – CSP Flexibilities – WA, New School Application for 2019 FINAL 09.19, Allowable Expenses sheet, 2018 New Schools Orientation Guide Final, FINAL CSP RFP 2017-18 1.1, CSP Webinar for 2018 Applicants 10.25.17, Impact Budget 3.6.18, Atlas Budget 3.6.18, SLA Budget 3.6.18, Olympus Budget 3.6.18, Sierra Budget 3.6.18, Spokane Public Schools Charter RFP 2017 1.1, iGrants -- Impact PSE Goals and Budget, Attachment 35*

Indicator 3.6: LEA DEDUCTIONS. The State ensures that the LEA does not deduct funds for administrative expenses or fees unless the eligible applicant enters voluntarily into an administrative services arrangement with the relevant LEA.

Table 3.6: LEA DEDUCTIONS

SEA efforts to ensure LEA deductions are appropriate.	Implementation Issue?	Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.
Inform LEAs and subgrantees regarding the LEA's ability to deduct administrative expenses or fees.	☐ Yes ☐ No ☒ Not applicable	☐ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). Subgrant funds flow directly to subgrantees.
Ensure any deductions are mutually agreed upon and voluntary.	☐ Yes ☐ No ☒ Not applicable	☐ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). Subgrant funds flow directly to subgrantees.
Identify and resolve concerns related to LEA deductions from grant funds.	☐ Yes ☐ No ☒ Not applicable	☐ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). Subgrant funds flow directly to subgrantees.

Sources: *Public Charter Schools Frequently Asked Questions*

Indicator 3.7: TRANSFER OF STUDENT RECORDS. The SEA ensures that a student's records and, if applicable, individualized education program (IEP) accompany the student's transfer to or from a charter school in accordance with Federal and State law.

Table 3.7: TRANSFER OF STUDENT RECORDS.

SEA efforts to ensure timely transfer of student records.	Implementation Issue?	Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.
Inform LEAs and charter schools about their responsibilities to transfer student records, including IEPs.	☐ Yes ☒ No ☐ Not applicable	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). Included in each Washington charter contract are stipulations that the charter holder is responsible for following all applicable State laws. The Washington State Charter School Commission Contract states that the school must comply with all applicable law and Commission record keeping requirements and that records must be maintained in accordance with governing document retention periods set out by the Secretary of State. Those provisions remain in effect until the complete and successful transfer of records to the appropriate successor. RCW 28A.225.330 is the State law regarding enrolling students from other districts, requests for information and permanent records, withheld transcripts, immunity from liability, notification to teachers and security personnel and rules. It states that the enrolling school must request a transcript from the previous school for a student wishing to enroll and that the information shall be transmitted within two school days after receiving the request and that the records should be sent as soon as possible. WAC 392-172A-03105 provides requirements for when IEPs must be in effect, including in the case of transfer, which ensure FERPA and FAPE are followed. Subgrantees visited were aware of their responsibility to transfer and receive records and IEPs.

Table 3.7: TRANSFER OF STUDENT RECORDS.		
SEA efforts to ensure timely transfer of student records.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Ensure student records, including IEPs, are transferred according to State laws and guidelines.	☒ Yes ☐ No ☐ Not applicable	☐ Implementing as proposed or necessary (explain below). ☒ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☒ Promising practice(s) identified (explain below). Subgrantees indicated problems receiving records, including IEPs, and there were no clear processes in place by the State to ensure records were being transferred in accordance with the law. However, the State has a strong system to improve records access. OSPI provides subgrantees with a Student Records Exchange Users Guide, a guide to an application referred to as CEDARS (Comprehensive Education Data and Research System) within the EDS system that allows schools to immediately access some transfer student data. This data, depending on what has been reported to CEDARS, can include student information (demographics, district enrollment, school enrollment), schedule, assessments, student grade history, attributes and programs, special education, bilingual information, meal status, and absence and discipline. This system is meant to supplement, not replace, the student's official transfer documents, and allows schools to get an immediate look at some of the data on incoming students.
Intervene in transfer of student records, including IEPs, when records are not received.	☒ Yes ☐ No ☐ Not applicable	☐ Implementing as proposed or necessary (explain below). ☒ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below).

Table 3.7: TRANSFER OF STUDENT RECORDS.		
SEA efforts to ensure timely transfer of student records.	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
		The grantee does not have a formal procedure in place to intervene in the case of missing student records. The grantee told the site visit team that if one of their subgrantees were to express that they had difficulty obtaining student records, OSPI would place phone calls. OSPI does have statutory authority over IEP transfers. WAC 392-172A-03105 provides requirements for when IEPs must be in effect, including in the case of transfer. Subgrantees indicated that record transfer had been problematic for them in some cases, particularly when first opening a school. Subgrantees visited stated that in cases where they had difficulty getting student records from a transferring district, going to the parents was their most effective strategy for getting student records, followed by physically travelling to the school and requesting the physical record. The grantee may consider establishing a written protocol for intervening on the behalf of subgrantees with regards to records transfer.
Ensure that student records are appropriately transferred when a charter school closes.	☐ Yes ☒ No ☐ Not applicable	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). WAC 108-40-160 states that the charter school lead administrator will transfer student records, including grades and evaluation data, IEP materials, immunization records, and parent or guardian information, to student's new school or district of residence within thirty days after the last day of classes. Within five days of the transfer, the lead administrator must provide the Commission, regardless of the school's authorizer, with written verification of the transfer of student records.

Sources: *2016 New Schools Orientation Guide Final, RCW 28A.225.330_ Enrolling students from…teachers and security personnel—Rules, WAC 108-40-160_ Termination protocol re…the charter school lead administrator, StudentRecordExchangeUserGuide2015, WAC 392-172A-03105_ When IEPs must be in effect, EDS and CEDARS- New Charters*

Indicator 3.8: RECORDKEEPING. All financial and programmatic records, supporting documents, statistical records, and other records of grantees and subgrantees related to the CSP grant funds are maintained and retained for grant monitoring and audit purposes.

Table 3.8: RECORDKEEPING.

EDGAR regulations require grantees to:	Implementation Issue?	Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.
Maintain recordkeeping system and practices.	☐ Yes ☒ No ☐ Not applicable	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The grantee and subgrantees are beholden to the WA Records Management Policy and Procedure as specified in statute in RCW Chapter 40.14 and WAC 434-662. They are required to maintain a State-approved Records Retention Schedule. The records retention schedule provides detailed guidance on which student and school-related records must be retained, for what period, and how to dispose of them at the end of the period. Subgrantees are also beholden to record keeping requirements in their charter contract with their authorizers. The grantee maintains CSP financial and program records. All files are kept electronically on the OSPI shared drive, accessible only by the Project Director, Grant Coordinator, and shared with various fiscal offices when appropriate, such as when entering subgrantee budgets into the EDS system. Budget documents are kept on the shared drive as well as in the iGrants system, where they are used to populate allowable drawdown categories for subgrantees. The grantee provided evidence of their recordkeeping practices through their document sharing before and during the visit. Original applications, budgets, and policy guides were made available to the site visit team.

Table 3.8: RECORDKEEPING.		
EDGAR regulations require grantees to:	**Implementation Issue?**	**Supporting Information – Check appropriate box and add text to indicate promising practices, specific implementation issues, or changes to proposed activities.**
Follow records retention policy and practices.	☐ Yes ☒ No ☐ Not applicable	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The grantee provided evidence of appropriate recordkeeping systems and practices in the documentation provided to the site visit team, apart from the budget. The grantee follows State law with regards to record retention and maintains the appropriate grant-management files. Subgrantees visited showed appropriate grant-related record keeping.

Sources: *Records Management Policy and Procedure, Records Retention Schedule, Copy of OSPI CSP Budget- 3.20.17l, Washington CSP Grant Revised APRAll Sections 5.31.17, ED PO Email 1.5.17-9.19 16(s), Records Retention Schedule, iGrants—Impact PSE Goals and Budget, Impact PSE GAN, Impact PSE LEA Email 9.28.17, Impact PSE Email 1.27.17, SIA Budget, SIA GAN, Weighted Lottery Request Check—Revised, Summit Correspondence 5-17, Summit Sierra GAN, Summit Olympus GAN, Summit Atlas GAN*

Indicator 3.9: COMPLIANCE WITH GRANT CONDITIONS. The SEA has no significant compliance issues with Federal statutes, regulations, and the terms and conditions of the grant.

Table 3.9A: COMPLIANCE WITH GRANT CONDITIONS.

SEA efforts to meet the terms and conditions of the grant.	Implementation Issue?	Detailed Information – Provide a detailed narrative about the grantee's approach.
Comply with grant conditions and adhere to restrictions. ☐ Not applicable. The State does not have special conditions placed on the grant.	☒ Yes ☐ No ☐ Not applicable	☐ Implementing as proposed or necessary (explain below). ☒ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The grantee was complying with four of its five specific conditions at the time of the visit. OSPI did not yet have procedures in place to ensure subgrantee audits were filed with their authorizer within 12 months of the end of the fiscal year for the duration of the grant period (Specific Condition 2). See below for additional detail.
Identify and resolve instances of noncompliance. ☐ Not applicable. The State does not have special conditions placed on the grant.	☐ Yes ☒ No ☐ Not applicable	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The grantee has communicated with ED and responded to grant conditions to resolve some issues of noncompliance, including proactive communication to avoid noncompliance surrounding lotteries. See below for additional detail.
Ensure performance reports are timely and of acceptable quality.	☐ Yes ☒ No	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below).

Table 3.9A: COMPLIANCE WITH GRANT CONDITIONS.		
SEA efforts to meet the terms and conditions of the grant.	**Implementation Issue?**	**Detailed Information – Provide a detailed narrative about the grantee's approach.**
		☐ Promising practice(s) identified (explain below). The grantee submitted APR Year 1 to ED with an extension that was granted by ED. The APR was approved by their Program Officer.
Ensure timely and reasonable access to grant records and key personnel for monitoring purposes.	☐ Yes ☒ No	☒ Implementing as proposed or necessary (explain below). ☐ Implementation issues identified (explain below). ☐ Non-substantive changes in proposed activities (explain below). ☐ Promising practice(s) identified (explain below). The grantee provided the site visit team reasonable and timely access to records and personnel for the site visit.

Sources: *Washington CSP Grant Revised APRAll Sections 5.31.17, High quality academically poor performing charter schools definitions, Waiver Approval SIA 1.25.18*

Table 3.9B: COMPLIANCE WITH GRANT CONDITIONS – Specific Conditions. Detailed Information.	
Approach to ensuring that special or high-risk conditions of the grant are met.	**Provide detailed narrative about the grantee's current approach.**
Specific Condition 1 The grant award includes funding in the amount of [redacted] for budget period 1 and [redacted]7 for budget period 2. The grantee may not obligate or disburse budget period 2 funds prior to the start of that budget period. The grantee must maintain expenditure records and track funds and activity separately for each of the three years under the grant. In FY 2017, the grantee will be awarded the remaining[redacted] for budget period 2 contingent on satisfactory performance.	Subgrants were not awarded until budget period two. Subgrantees are slated to do their first drawdown in March 2018, so there is no practical way that budget period two funds could have been drawn down in budget period one. Administrative costs of the grantee were drawn down properly in budget period one from funds for that budget period. The funds were kept from being co-mingled by their budget category status in iGrants, which is how funds and activities are tracked at the State.
Specific Condition 2 In accordance with Absolute Priority 2 of the FY 2016 NIA, the Washington Department of Education (Washington) must ensure that annual audits for each charter school receiving a CSP subgrant are filed with the authorizer no later than 12 months after the	This condition had not been resolved at the time of the site visit. While 12 months since the end of the first fiscal year during the grant had not elapsed, the grantee did not yet have policies or procedures in place to ensure annual audits were received on time by authorizers. Additionally, at the time of the site visit, the deadline for submission of 2016-17 audits with

Table 3.9B: COMPLIANCE WITH GRANT CONDITIONS – Specific Conditions. Detailed Information.	
Approach to ensuring that special or high-risk conditions of the grant are met.	**Provide detailed narrative about the grantee's current approach.**
end of the State's fiscal year for the duration of the grant.	authorizers had not yet occurred. State law requires charters to filed independent audits annually with their authorizer.
Specific Condition 3 Prior to approving the use of weighted lotteries by charter school subgrantees under the CSP grant award (U282A160017), Washington must submit to the Department current information demonstrating that State law permits the use of weighted lotteries consistent with applicable Federal laws and regulations and must receive written approval from the Department to move forward.	ED approved OSPI's grant application amendment for a subgrantee to use a weighted lottery policy, submitted on September 11, 2017 and approved on January 25, 2018. No other weighted lotteries are in use by subgrantees.
Specific Condition 4 By November 1, 2016 the State must provide the specific alternative definitions for "High-Quality Charter School" and "Academically Poor Performing Charter School" that they propose to use and a written explanation of how the proposed definition is at least as rigorous as the standard outlined in the definition provided in the FY 2016 NIA.	On November 1, 2016 the grantee corresponded with their ED program officer to provide the requested specifications. OSPI is using a similar definition to the FY 2016 NIA that falls in line with State statute on their Performance Framework's performance indicators and the Washington Achievement Index's performance indicators.
Specific Condition 5 The total recommended award amount is based on the projected number of subgrants Washington expects to award, as estimated in the approved application. The Department reserves the right to reduce continuation award amounts based on performance, and actual need for additional funding. Washington should consider the possibility of a reduction in continuation funding when incurring administrative costs under the grant.	The grantee is aware that their funding may be reduced in continuation of the grant and, to date, has been incurring administrative costs at a rate of 4.9 percent.

Sources: *Special Terms and Condition 09272016, High quality academically poor performing charter schools definitions, Waiver Approval SLA 1.25.18, Impact Budget 3.6.18, Atlas Budget 3.6.18, SLA Budget 3.6.18, Olympus Budget 3.6.18, Sierra Budget 3.6.18, Washington CSP Grant Revised APRAll Sections 5.31.17, Copy of OSPI Budget- 3.20.17l, Correspondence with SLA Weighted Lottery*

4. OVERSIGHT OF CHARTER SCHOOL AND MANAGEMENT ORGANIZATION RELATIONSHIPS

This section of indicators is provided to assist SEAs to assess their own policies, practices, and procedures to ensure that charter school and management organization conditions do not promote the risks identified in the *Nationwide Assessment of Charter and Education Management Organizations Final Audit Report, ED-OIG/A02M0012, September 2016* as it pertains to CSP funds. Additionally, this section of indicators is intended for SEAs to use when requesting information from the CMOs and EMOs in their state, such as data submitted through the U.S. Department of Education ED*Facts* submissions.

- Monitor the relationships between charter schools and management organizations, including financial risk, lack of accountability over public funds, and performance risks
- Ensure accurate, complete, and reliable charter school data collected for ED*Facts* data files

Indicator 4.1: MITIGATING RISK OF CHARTER SCHOOL RELATIONSHIPS WITH MANAGEMENT ORGANIZATIONS. The SEA monitors charter schools and their management organizations to mitigate risks associated with those relationships, with respect to 1) financial risk; 2) accountability over federal funds; and 3) performance risk.

Table 4.1: Mitigating Risk of Charter School Relationships with Management Organizations

Risk Area	Are policies, practices, or procedures in place?	Summary - How does the SEA monitor, assess, and mitigate risk between charter schools and management organizations?
Operating Responsibilities: How does the SEA ensure the relationships between charter school and their management companies mitigate risk?		
Fiscal authority – charter school boards should not cede fiscal authority to management organizations	☒ Yes ☐ No	Washington State statutes contain a section on charter school board powers (28A.710.030) which identifies the responsibilities of a charter school board, including that the board enter 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, pupil transportation services, and for the management and operation of the charter school, provided that the charter board maintains oversight authority over the charter school. Yet, due diligence reports completed by NACSA for three CMO charter schools—two of which were visited during the site visit—expressed concerns regarding the schools' fiscal authority. For example, the reports questioned why the Washington board of the Summit schools must seek Summit CMO's approval before it borrows in excess of $25,000 or enters any contract in excess of $25,000. These concerns suggest that the segregation of duties was skewed, such that the Washington Summit board did not have sufficient fiscal authority.
Accountability over public funds – recipients are required to have internal controls to properly account for and spend Federal and other public funds	☒ Yes ☐ No	Washington State statutes (28A.710.040) require charter schools to 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. The CSP RFP for 2017-2018 also requires a subgrantee applicant to provide assurance of State statute 28A.710.040 as well as an assurance that it will comply with applicable reporting requirements to receive State or Federal funding that is allocated based on student characteristics.
Performance risk – charter school boards should not cede operational authority to management organizations	☒ Yes ☐ No	State statutes contain a section on charter school board powers (28A.710.030) which identifies the responsibilities of a charter school board, including that the board may hire, manage and discharge charter school employees in

Table 4.1: Mitigating Risk of Charter School Relationships with Management Organizations		
Risk Area	**Are policies, practices, or procedures in place?**	**Summary - How does the SEA monitor, assess, and mitigate risk between charter schools and management organizations?**
		accordance with the statutes and the school's charter contract, as well as the ability to enter into contracts with any school district, educational service district, or other public entity for educational services and for the management and operation of the charter school, as long as the board maintains oversight authority over the charter school. NACSA's due diligence reports suggest concerns regarding the relationship between Summit CMO and the three Washington schools it oversees. Summit CMO has three charter schools in Washington under the purview of one board, which is the Washington (WA) Summit Board. The board consists of seven members, and there are no parents on the board. The reports raise concerns regarding the extensive control that Summit CMO and the California (CA) Summit Board have over several key functions of both the WA Summit Board as well as the Summit charter schools in Washington State. For example, the CA Board appoints and has the power to remove the WA Board members. Also, only the CA Summit Board may amend the WA Summit bylaws.
<u>Internal Controls</u>: How does the SEA ensure that a charter school's internal controls are sufficient to mitigate risk?		
Conflict of interest policies	☒ Yes ☐ No	State statutes indicate that charter applicants must disclose and explain any existing or potential conflicts of interest between the charter school board and proposed service providers or any affiliated business entities. The New Charter School Application requires that applicants submit a conflict of interest policy. Authorizer contracts include the school's conflict of interest policy. Additionally, contracts include a board member disclosure form, which contains questions regarding conflicts of interest, such as indicating whether the person, their spouse, or anyone in their immediate family is or plans to do business with the school or whether they are conducting any business with a contractor who is conducting business with the school. The disclosure form must be signed by each board member. The CSP RFP for 2017-2018 contained two assurances regarding conflict of interest: the charter school must disclose any real, potential, or perceived conflicts of interest that could impact the approval or operation of the charter school (Assurance 36), and board members must complete financial affairs statement disclosures as

Table 4.1: Mitigating Risk of Charter School Relationships with Management Organizations		
Risk Area	**Are policies, practices, or procedures in place?**	**Summary - How does the SEA monitor, assess, and mitigate risk between charter schools and management organizations?**
		required by law and address and conflicts identified in that disclosure (Assurance 47).
Segregation of duties policies	☐ Yes ☒ No	The State does not have practices, policies, or procedures regarding segregation of duties.
Related-party transactions	☐ Yes ☒ No	The State does not have practices, policies, or procedures regarding related-party transactions.
<u>Financial Risks</u>: How does the SEA ensure that charter school and management company policies do not pose a financial risk?		
Waste, fraud, and abuse – recipients must maintain policies that ensure against the waste, fraud, or abuse of public funds	☒ Yes ☐ No	The Commission utilizes a set of compliance-related standards, which it co-developed with NACSA, to assess the organizational and fiscal capacity of its charter schools. These standards are found in two Commission documents: the Organizational Performance Framework (OPF) and the Financial Performance Framework (FPF). These documents were created to lay out the legal requirements for charter schools with regard to Washington's laws, rules, regulations, and charter contract(s). The OPF includes a section titled "Financial Management and Oversight" and indicates that charter schools are public organizations that use public funds, and the Commission is the entity charged with ensuring that schools are responsible stewards of those funds. Additionally, the OPF states that the Commission has the responsibility to protect the public's interest and must evaluate the extent to which the charter school is responsibly managing its finances. The measure requires that auditors evaluate an organization's financial statements and processes against Generally Accepted Accounting Principles.
Procurement standards – recipients must use their own procurement procedures that reflect applicable state and local laws, provided that procurements conform to applicable Federal law	☒ Yes ☐ No	Subgrantees have individual procurement practices in place. Additionally, the CSP RFP for 2017-2018 indicates that applicants must be familiar with procurement principles laid out in the Uniform Guidance.
Management organization contracts – management contracts should ensure that governing boards retain control over funds and operations	☐ Yes ☒ No	The Commission's charter contract includes provisions in "Section 5.19 Third-Party Education Service Provider Contracts" that require prior approval from the Commission before a contract is executed with an ESP and stipulate the school will remain responsible and accountable for its legal and contractual obligations. These requirements are not applicable to CMO contracts, however; no provisions are detailed for those contracts. The contract between Summit CMO and one subgrantee identifies the scope of services provided by the CMO but

Table 4.1: Mitigating Risk of Charter School Relationships with Management Organizations		
Risk Area	**Are policies, practices, or procedures in place?**	**Summary - How does the SEA monitor, assess, and mitigate risk between charter schools and management organizations?**
		does not contain language regarding the governing board's responsibilities or control over funds and operations. NACSA's due diligence reports of the three CMO subgrantees discuss concerns regarding the extensive control that Summit CMO and the California Summit Board have over several key functions of both the Washington Board as well as the Summit charter schools in Washington State. The reports question the mechanisms that the authorizer will put in place to ensure that the negotiations of the Service and Licensing Agreement will be an arm's length negotiation.
Misuse of funds – recipients of Federal and other public funds are required to ensure they have internal controls to prevent putting funds at risk for misuse	☒ Yes ☐ No	As mentioned above, the OPF stipulates that charter schools must follow Generally Accepted Accounting Principles. In monitoring for compliance with this element, auditors specifically investigate whether schools are utilizing internal controls and processes that are in line with these principles.
<u>Federal Funding Sources</u>: Can the SEA connect and track each charter school in the State to each Federal-funding source?		
Title 1 Formula grant: --Improving Basic Programs Operated by Local Educational Agencies *(Catalog of Federal Domestic Assistance 84.010)*	☒ Yes ☐ No	The grantee reported that it can track charter schools to Title I funds through iGrants database at OSPI.
SIG Formula grant: --School Improvement Grants (*Catalog of Federal Domestic Assistance 84.377*)	☒ Yes ☐ No	The grantee reported that it can track charter schools to SIG funds through the iGrants database at OSPI.
IDEA Formula grant: --Individuals with Disabilities Education Improvement Act of 2004, Part B (*Catalog of Federal Domestic Assistance 84.027)*	☒ Yes ☐ No	The grantee reported that it can track charter schools to IDEA funds through the iGrants database at OSPI.
CSP Discretionary grants: --State Entity Grants (Catalog of Federal Assistance 84.282A) former State Educational Agency (SEA) under NCLB --Non-State Entity Grants (Catalog of Federal Assistance 84.282B)	☐ Yes ☒ No	The grantee did not have procedures in place to track CSP grants to Non-SE charter schools.

Table 4.1: Mitigating Risk of Charter School Relationships with Management Organizations		
Risk Area	**Are policies, practices, or procedures in place?**	**Summary - How does the SEA monitor, assess, and mitigate risk between charter schools and management organizations?**
former Non-State Educational Agency Grant under NCLB --CMO Grants, Charter School Replication and Expansion Grants (Catalog of Federal Domestic Assistance 84.282M)		

Sources: *Chapter 28A.710 RCW (28A.710.030 & 28A.710.040), CMO Due Diligence Summit 01.03.14, WSCSC Due Diligence Report Summit Final 06.17.15, Final CSP RFP 2017-2018 1.1, WSCSC 2017 New Charter School Application, WSCSC 2018 New Charter School Application, Summit Atlas Charter Contract Final 06.02.2016, Summit Olympus New Contract Final 06.02.2016, Summit Sierra New Contract Final 06.02.2016, Chapter 108.30 WAC Performance Framework 2.1, WSCSC Approved Organizational Framework, WSCSC Approved Financial Framework, Sierra 17-18 Service Agreement*

Indicator 4.2: OVERSIGHT OF ED*FACTS* DATA COLLECTION FOR MANAGEMENT ORGANIZATIONS. The SEA ensures accurate, complete, and reliable charter school data is collected for ED*Facts* data files.

Table 4.2: OVERSIGHT OF ED*FACTS* DATA COLLECTION FOR MANAGEMENT ORGANIZATIONS		
ED*Facts* Files	**Is this data currently collected throughout the state?**	**Summary – What, if any, are the existing data sources for these elements? How is the SEA collecting and reporting this data?**
C190 — Charter Authorizer Directory: Can the State connect each charter school in their State to the authorizers from the Charter Authorizer Directory?		
C190 - Can the State connect each charter school in the state by type of authorizer from the Charter Authorizer Directory? (ED*Facts* data collection, Charter Authorizer Directory, file spec C190)	☒ Yes ☐ No	OSPI's Information Technology Services collects this data from the Commission, for all charter schools in the State. OSPI uses an Excel spreadsheet to organize this data.
C196 — Management Organizations Directory: Does the State collect the following information on all CMOs and EMOs that operate charter schools?		
Management Organization Name	☒ Yes ☐ No	OSPI's Information Technology Services collects this data from the Commission, for all charter schools in the State. OSPI uses an Excel spreadsheet to organize this data.
Organization Employer Identification Number (EIN)	☒ Yes ☐ No	OSPI's Information Technology Services collects this data from the Commission, for all charter schools in the State. OSPI uses an Excel spreadsheet to organize this data.
Organization address location	☒ Yes ☐ No	OSPI's Information Technology Services collects this data from the Commission, for all charter schools in the State. OSPI uses an Excel spreadsheet to organize this data.
Organizations address mailing	☒ Yes ☐ No	OSPI's Information Technology Services collects this data from the Commission, for all charter schools in the State. OSPI uses an Excel spreadsheet to organize this data.
Organization management type (i.e., for profit, not-for profit, other)	☒ Yes ☐ No	OSPI's Information Technology Services collects this data from the Commission, for all charter schools in the State. OSPI uses an Excel spreadsheet to organize this data.
C197 — Crosswalk of Charter Schools to Management Organizations: Can the State connect the charter schools in their state to the management organizations from the Management Organization Directory described above (FS196)?		
C197 – Crosswalk of Charter Schools to Management Organizations	☒ Yes ☐ No	OSPI's Information Technology Services collects this data from the Commission, for all charter schools in the State. OSPI uses an Excel spreadsheet to organize this data.

Table 4.2: OVERSIGHT OF ED*FACTS* DATA COLLECTION FOR MANAGEMENT ORGANIZATIONS		
C198 — Charter Contracts: Does the State assign and record a unique identification number to the contract (or charter) that authorizes the charter school to operate in the State under the State's charter school legislation? Does the State collect the approval and renewal dates of such contracts?		
C198 — Charter contract ID number	☒ Yes ☐ No	OSPI's Information Technology Services collects this data from the Commission, for all charter schools in the State. OSPI uses an Excel spreadsheet to organize this data.
C198 — Charter contract approval date	☒ Yes ☐ No	OSPI's Information Technology Services collects this data from the Commission, for all charter schools in the State. OSPI uses an Excel spreadsheet to organize this data.
C198 — Charter contract renewal date	☒ Yes ☐ No	OSPI's Information Technology Services collects this data from the Commission, for all charter schools in the State. OSPI uses an Excel spreadsheet to organize this data.
Data Validation		
Data Validation–Can the State validate charter school data submitted to ED*Facts* in file spec (FS) C029-Directory?	☒ Yes ☐ No	ED*Facts* data for the 2016-17 school year is not yet publicly available to independently validate the quality of charter school data submitted. OSPI coordinates with the Commission to address any discrepancies in the data and validates the charter schools' data prior to submission.

Sources: *C196 C197 Data 12.18.2017, C198 Charter Contracts 12.18.2017, Email from WSCSC ED 12.18.17, Washington District Directory 20180208*

V. APPENDICES

APPENDIX A
DATA COLLECTION PROCESS AND METHODOLOGY

The CSP Monitoring Plan is being conducted with the assistance of WestEd (Contract # ED-OII-15-C-0051). The plan assesses grantee performance and compliance using indicators based on Federal statute, EDGAR, non-regulatory guidance, and application requirements. A monitoring handbook was provided to the grantee in advance of the site visit and used to guide the monitoring process. The monitoring handbook specifies each monitoring indicator, its statutory or other sources, criteria for meeting each indicator, guiding questions, and acceptable evidence.

In conducting this comprehensive review, the monitoring team carried out a number of major activities. These included:

- Reviewing key background documents provided by ED on the State's CSP grant, including the grant application, grant award notice, and annual performance reports
- Researching and synthesizing other available information about the State grantee's charter school program including relevant statutes; reports and evaluations; newspaper articles; and other data from government, research, and advocacy organizations
- Consulting with ED prior to the site visit about issues of special concern in the State grantee's administration of the CSP
- Arranging the site visit in coordination with State and charter school officials to identify State officials for interviews and select subgrantees to visit
- During the site visit interviews, collecting evidence of the State grantee's compliance or performance with respect to each indicator. Materials and artifacts were collected from the grantee to document compliance with Title V, Part B Public Charter Schools Program statutes, regulations, and guidance
- Analyzing the evidence obtained and collecting any follow-up information necessary to produce this report

The Washington site visit took place over four days, from Monday, March 5 to Thursday, March 8, 2018. The site visit team was accompanied by the ED Program Officer. For the first two days, the site visit team met with staff from OSPI as well as representatives from the two authorizing organizations. The team met with the following OSPI staff: the CSP Project Director and Grant Coordinator, the Program Director of Consolidated Program Review, the Director of Federal Fiscal Policy, the Grants Management Supervisor, and a Budget Analyst. Staff from the Commission were: the Executive Director, the Deputy Director, and Director of the New School Application. The three staff from Spokane Public Schools were: the Director of the Department of Innovation, the Accounting Supervisor, and a Staff Accountant. On Wednesday and Thursday of that week, the site team visited three charter schools that received subgrants:

- Summit Sierra Charter School – The school originally opened in 2015, lost its charter school status due to changes in State law, then re-opened as a charter school in 2016. It currently serves grades 9 through 11 and plans to expand to grade 12. In 2017-2018, there were 301 students enrolled. Summit Sierra's educational approach emphasizes personalized learning with the goal of preparing students for success in college.
- Summit Atlas Charter School – The school opened in 2017 and currently serves grades 6 through 9. In 2017-2018, there were 175 students enrolled. Summit Atlas's educational approach emphasizes personalized learning with the goal of preparing students for success in college.
- Spokane International Academy – The school originally opened in 2015, lost its charter school status due to changes in State law, then re-opened as a charter school in 2016. It currently serves grades K through 8 (excluding 4th). In 2017-2018, there were 406 students enrolled. The school is a candidate for the International Baccalaureate program, both Primary Years Programme (PYP) and Middle Years Programme (MYP).

Commented [A15]: They currently serve 6th AND 9th, they will be adding grades each year until they are fully enrolled with 6th-12th grade.

This report is an analysis and assessment of the data, grant award documents, interviews, and information gathered prior to, during, and following the site visit to the State grantee. Findings in this report reflect the monitoring team's observations and conclusions about the State grantee's compliance and performance under the CSP grant from the beginning of the current grant period to the time of the site visit. Source documentation is noted within each indicator table. Additional notable documents (i.e., those that are related to identified promising practices or implementation issues) are identified below in Appendix B.

A draft copy of the monitoring report is provided to the grantee for review, with a request for technical edits and corrections accompanied by supporting documentation. The grantee's response is included as an appendix to this report and carefully considered before the monitoring report is finalized. Hence, the final report will take into consideration the grantee's response as well as all of the other evidence gathered during the monitoring process.

The main purpose of the grantee review process is to make the report as accurate as possible. Grantee responses are used to clarify or correct details about policies, practices, or procedures occurring up to the time of the site visit and may result in revisions to observations and ratings, if justified. However, if the grantee submits evidence of new or changed policies, practices, or procedures that occurred after the site visit, that information will not be reflected in the report findings and will only be included in the appendix. This additional information would be beyond the scope of the monitoring visit and would therefore not influence any observation or rating.

APPENDIX B
LIST OF NOTABLE DOCUMENTS

SECTION 1: SUBGRANT APPLICATION AND AWARD PROCESS

None

SECTION 2: CHARTER SCHOOL PROGRAM AND CHARTER SCHOOL QUALITY

WSCSC Approved Organizational Framework

WSCSC Approved Financial Framework

SECTION 3: ADMINISTRATIVE AND FISCAL RESPONSIBILITIES

None

SECTION 4: OVERSIGHT OF CHARTER SCHOOL AND MANAGEMENT ORGANIZATION RELATIONSHIPS

WSCSC Due Diligence Report Summit Final 06.17.15

CMO Due Diligence Summit 01.03.14

(See WSCSC Organizational Framework and Financial Framework in Section 2 above)

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GLOSSARY OF WASHINGTON CHARTER SCHOOL TERMS

TERM OR ACRONYM	DEFINITION
Act Now for Washington Students	Act Now for Washington Students was a successful legislative advocacy campaign, launched by WA Charters and advocacy and funding partners, which culminated in the passage of Washington's current Charter School Act (E2SSB 6194).
Ally	WA Charters understands ally as: Working in collaboration with families and community members to elevate them to positions of power to effectively advocate for their schools and community.
APCSA | Alliance for Public Charter School Attorneys	This group is headed by the National Alliance for Public Charter Schools, and provides leadership to attorneys working to support different states in the charter public school sector, through various programs, seminars, and events.
Authorizer	The entity that reviews and approves or denies charter school applications; enters into, renews, or revokes charter contracts with approved charter schools; and oversees the charter schools the entity has authorized.
Authorizing Window	The "authorizing window" is the five-year time period (2016-2021) during which charter schools may be established under Washington's charter school law.
CBO | Community-based Organization	A public or private nonprofit organization that (a) is representative of a community or significant segments of a community, and (b) provides educational or related services to individuals in the community.
Charter Contract	A charter contract is a fixed term, renewable contract between a charter school and an authorizer that outlines the roles, powers, responsibilities, and performance expectations for each party to the contract. This operating contract is a term agreement. In Washington state, charter terms are five years. At the end of a charter contract term, the charter school and authorizer go through a renewal process.
Charter Public School	Charter schools are a type of public school. Like all public schools, charter schools in Washington are open to all students, tuition-free, publicly funded, staffed by certified teachers, and held accountable to state and national standards. However, charter public schools are held more accountable for showing improved student achievement. In exchange for greater accountability, teachers and principals are given more flexibility to customize their teaching methods and curriculum to improve student learning, and have more flexibility around things like staffing and length of the school day and school year.
Charter School Cap	A "cap" refers to the maximum number of charter schools permitted by state law over a specified window of time. Washington's charter school law allows for a maximum of 40 charter schools to be established over the five-year period commencing April 3, 2016.
Charter School Incubator	WA Charters' charter school incubator is an umbrella term that includes two school incubation programs: the School Leadership Program (SLP) and Strong Start.
CMO | Charter Management Organization	Also referred to as "charter school networks," CMOs are non-profit entities that manage and govern one or more charter schools. CMOs often provide back office functions for schools in their network to take advantage of economies of scale, but some also provide a wider range of services—including hiring, professional development, data analysis, public relations and advocacy. Two CMOs currently operate in Washington state: Green Dot Public Schools and Summit Public Schools.
Common Core State Standards	The Common Core is a set of academic standards in mathematics and English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do at the end of each grade.
CSO | Charter Support Organization	CSOs are the state affiliate organizations that provide leadership and support to charter schools throughout a state, as well as advocacy, communications, and other services and guidance. WA Charters is a CSO.
CSP | Charter School Program	CSP is a federal charter school program operated by the U.S. Department of Education that provides money to create new high-quality charter public schools, as well as to disseminate best practices.
DEI | Diversity, Equity and Inclusion	Acronym for Diversity, Equity, and Inclusion, referring to approaches and efforts that intentionally work to advance these principles.
Diversity	WA Charters understands diversity as: Reflection of a range of identities including race, class, gender, language, religion, skillset, and sexual orientation. Our schools reflect a range of ideas and initiatives to create learning environments that are safe, inclusive, equitable, and innovative.

TERM OR ACRONYM	DEFINITION
E2SSB 6194 | Engrossed Second Senate Substitute Bill 6194	Washington state's current charter school law, which became effective on April 3, 2016. E2SSB 6194 addressed the constitutional defects in I-1240 identified by the state Supreme Court. The new law (Charter School Act) has been codified in the Revised Code of Washington (RCW) under 28A.710, which can be viewed here: http://app.leg.wa.gov/RCW/default.aspx?cite=28A.710&full=true#28A.710.010
ELL | English Language Learner	A term used to describe students who are in the process of acquiring English language skills and knowledge. Some schools refer to these students using the term "Limited-English-Proficient" (LEP) or "Transitional Bilingual".
Engagement	WA Charters understands engagement as: Understanding, honoring, and learning from the cultures and communities our students and families represent and the context they are coming to our schools from.
Equity	WA Charters understands equity as: characteristics of identity such as gender, ethnic origin, income and/or family background, are not obstacles in achieving educational potential and do not limit or prevent access to high-quality public education. We recognize that the same for everyone (equality) does not truly address needs and therefore, specific solutions and remedies, which may be different, are necessary (equity).
ESEA | Elementary and Secondary Education Act	ESEA is the federal policy framework for public education. The current iteration of ESEA, authorized under President Obama, is known as the "Every Student Succeeds Act".
ESSA | Every Student Succeeds Act	ESSA is the current iteration of ESEA, authorized under President Obama.
FRL | Free and Reduced-Price Lunch	Also FRPL, eligibility for free and reduced-price lunches is determined by students' family income in relation to the federally established poverty level. Students whose family's income is at or below 130 percent of the poverty level qualify to receive free lunch, and students whose family's income is between 130 and 185 percent of the poverty level qualify to receive reduced-price lunch.
Homegrown	Homegrown is an adjective used to describe charter public schools that were founded in Washington. This appropriately describes all independently-operated charter public schools, may and may also refer to charter school networks or network schools started in WA.
I-1240 | Initiative 1240	In November 2012, voters approved Initiative Measure No. 1240 (I-1240) to establish charter schools in Washington. I-1240 was codified in the Revised Code of Washington (RCW) under 28A.710, also known as the Charter School Act. The state Supreme Court ruled I-1240 unconstitutional in September 2015.
Independent Charter Public School	A charter public school operated by an independent non-profit organization, as opposed to a CMO nonprofit.
Interim Assessment Consortium	A partnership between WA Charters, Illuminate, and schools across the sector to create common, high-quality interim assessments that provide student growth and achievement data at regular intervals to inform practice at the school level and policy at the sector level.
Lottery	A random selection process by which applicants are admitted to the charter school. Per WA law, a charter school may not limit admission on any basis other than age group, grade level, or enrollment capacity. If capacity is insufficient to enroll all students who apply to a charter school, the charter school must grant an enrollment preference to siblings of enrolled students, with any remaining enrollments allocated through a lottery.
NACSA | National Association of Charter School Authorizers	A national membership association designed to support quality authorizing practices for charter schools across the nation. Learn more about NACSA on its website: http://www.qualitycharters.org/
NAEP | National Assessment of Educational Progress	Also known as "the Nation's Report Card," NAEP is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in mathematics, reading, science, writing, U.S. history, geography, civics, the arts, and other subjects.
Next Generation Science Standards	The Next Generation Science Standards is a multi-state effort to create new education standards that are "rich in content and practice, arranged in a coherent manner across disciplines and grades to provide all students an internationally benchmarked science education."
NSLP | National School Lunch Program	NSLP is a federally assisted meal program that provides low-cost or free lunches to eligible students. It is sometimes referred to as the free/reduced-price lunch program. Free lunches are offered to those students whose family incomes are at or below 130 percent of the poverty level; reduced-price lunches are offered to those students whose family incomes are between 130 percent and 185 percent of the poverty level.
Open Enrollment	In Washington state, a charter school must be free and open to all students, and may not limit admission on any basis other than age group, grade level, or enrollment capacity.

TERM OR ACRONYM	DEFINITION
OPMA | Open Public Meetings Act	Codified in chapter 42.30 RCW, the OPMA requires that all meetings of governing bodies of public agencies, including cities, counties, and special purpose districts, be open to the public. The OPMA contains specific provisions regarding regular and special meetings, executive sessions, the types of notice that must be given for meetings, the conduct of meetings, and the penalties and remedies for violations. For more information, visit: http://mrsc.org/Home/Explore-Topics/Legal/Open-Government/Open-Public-Meetings-Act.aspx
OSPI | Office of Superintendent of Public Instruction	OSPI is the primary agency charged with overseeing K-12 public education in Washington state. Led by the Superintendent of Public Instruction, OSPI administers basic education programs and provides per pupil apportionment funding to all public school students in Washington, including charter public schools.
Peer Review	Facilitated by WA Charters, Peer Review is an annual opportunity for member schools to participate in a supportive, nonevaluative process that provides school leaders with feedback on specific high-leverage areas relating to student academic achievement, staff alignment, teacher development, and school culture. Peer Reviews are conducted annually, in the final quarter of the year (October-December).
Personalized Learning	The term personalized learning, or personalization, refers to a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students. Personalized learning is generally seen as an alternative to so-called “one-size-fits-all” approaches to schooling in which teachers may, for example, provide all students in a given course with the same type of instruction, the same assignments, and the same assessments with little variation or modification from student to student. Personalized learning may also be called student-centered learning, since the general goal is to make individual learning needs the primary consideration in important educational and instructional decisions, rather than what might be preferred, more convenient, or logistically easier for teachers and schools.
PLC | Professional Learning Community	A PLC is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. The term is also applied to schools or teaching faculties that use small-group collaboration as a form of professional development.
POC | Person or People of Color	Referring to a person or people who identify as non-white.
Privilege	WA Charters understands privilege as: A set of advantages or lack of disadvantages belonging to a dominant group (specifically white, affluent populations) that allow for easy access to a high-quality public education.
Project-Based Learning	Project-based learning refers to any programmatic or instructional approach that utilizes multifaceted projects as a central organizing strategy for educating students. When engaged in project-based learning, students will typically be assigned a project or series of projects that require them to use diverse skills—such as researching, writing, interviewing, collaborating, or public speaking—to produce various work products, such as research papers, scientific studies, public-policy proposals, multimedia presentations, video documentaries, art installations, or musical and theatrical performances, for example. Unlike many tests, homework assignments, and other more traditional forms of academic coursework, the execution and completion of a project may take several weeks or months, or it may even unfold over the course of a semester or year. Closely related to the concept of authentic learning, project-based-learning experiences are often designed to address real-world problems and issues, which requires students to investigate and analyze their complexities, interconnections, and ambiguities (i.e., there may be no “right” or “wrong” answers in a project-based-learning assignment). For this reason, project-based learning may be called inquiry-based learning or learning by doing, since the learning process is integral to the knowledge and skills students acquire.
SBAC | Smarter Balanced Assessment Consortium	SBAC is a standardized test consortium. It creates Common Core State Standards-aligned tests ("adaptive online exams") to be used in several states. It uses automated essay scoring. End-of-year SBAC results are published in the summer months. To learn more about SBAC, visit: http://www.smarterbalanced.org/about/
SBE | The Washington State Board of Education	The Washington SBE has multiple responsibilities under the charter school law for administration, oversight, and reporting. Its primary responsibility is approval of school districts wishing to be authorizers of charter schools. Through its representation on the Charter School Commission, it also participates in the authoring of charter schools.

TERM OR ACRONYM	DEFINITION
SES | Socio-Economic Status	SES is a combination of social and economic factors that are used as an indicator of household income and/or opportunity. The Department of Agriculture's National School Lunch Program (NSLP) is often used as a proxy measure for socioeconomic status.
SLC | State Leaders Council	The SLC is organized by the National Alliance for Public Charter Schools and convenes major stakeholders throughout the states to discuss pressing issues facing the charter public school sector.
SLP | School Leadership Program	A two-year WA Charters incubation support program that guides teams through application writing and a planning year before opening their doors. The annual deadline for applying to the SLP is in the late Spring. To learn more, visit: http://wacharters.org/startaschool/.
SPED | Special Education	SPED is a broad term used to describe specifically-designed instruction that meets the unique needs of a child who has a disability. Learning disabilities cover a wide spectrum of disorders ranging from mild to severe. They can include: mental, physical, behavioral, and emotional disabilities.
Spokane Public Schools	SPS is Washington's first district approved to be a charter school authorizer. SPS authorized and oversees the charter public schools located within its district boundaries: PRIDE Prep and Spokane International Academy.
STEM | Science, Technology, Engineering, and Mathematics	Curricula or programs that focus on mathematics, natural sciences, engineering, and computer and information sciences. STEM fields can be defined more broadly to include social/behavioral sciences such as psychology, economics, sociology, and political science.
Strong Start	Strong Start is part of the WA Charters incubation program that supports newly authorized and currently operating schools with trainings, services, and resources to support various areas of need, ranging from community engagement and communications to finance and compliance and more. Strong Start ensures that schools are ready to open their doors to families, students, and staff. It also provides an opportunity for operating schools to refresh their knowledge on key instructional and operations topics.
Systemically underserved	WA Charters understands systemically underserved as: Referring to individuals belonging to marginalized groups (e.g., low-income, non-white, ELL, SpEd, immigrant, LGBTQ) who face powerful and institutionalized oppressive barriers, limiting and preventing access to a high-quality public education.
The Alliance | The National Alliance for Public Charter Schools	The National Alliance for Public Charter Schools is a national nonprofit organization with the mission of advancing the charter school movement. The Alliance's primary goal is to increase the number of high-quality charter schools available to all families, particularly in disadvantaged communities that lack access to quality public schools. The Alliance provides assistance to state charter school associations and resource centers, and develops and advocates for public policies that advance the national charter school movement. Learn more about the Alliance at its website: http://www.publiccharters.org/.
The Commission | The Washington State Charter School Commission	Established in April 2013, the Commission is the state's only non-district and statewide charter school authorizer. The Commission may authorize charter schools located anywhere in the state. To learn more about the Commission, visit its website: https://charterschool.wa.gov/
The Washington State Charter Schools Act	The Washington State Charter Schools Act refers to the state's charter school law. In November 2012, voters approved Initiative Measure No. 1240 (I-1240) to establish charter schools in Washington. I-1240 was codified in the Revised Code of Washington (RCW) under 28A.710, also known as the Charter School Act. On September 4, 2015, Washington State's Supreme Court struck down the entire Charter School Act. On April 3, 2016, a new charter school law took effect (E2SSB 6194). The new law (Charter School Act) has been codified in the Revised Code of Washington (RCW) under 28A.710 and is available for review here: http://app.leg.wa.gov/RCW/default.aspx?cite=28A.710&full=true#28A.710.050
TMC | True Measure Collaborative	The TMC is a Washington state special education collaborative, formed in 2015 in response to emerging charter schools' commitment to providing the highest quality educational experience for their students, including those with disabilities. The TMC was envisioned as a resource and partner to charter schools, offering centralized expertise and resources that build on and enhance the collective impact of our partner schools. The TMC is a collaboration between the Washington State Charter Schools Association, Seneca Family of Agencies, and the Puget Sound Educational Service District. To learn more about the TMC, visit: http://wacharters.org/true-measure-collaborative/

TERM OR ACRONYM	DEFINITION
WA Charters | Washington State Charter Schools Association	WA Charters is a statewide nonprofit membership organization that advocates for and supports high-quality charter public schools in Washington state. WA Charters incubates new high-quality schools, and supports operating charter public schools by providing a variety of technical assistance, trainings, services, and supports. WA Charters also offers leadership and expertise regarding charter school policy, advocacy, grassroots organizing, and communications in Washington state.
WA Charters Growth Grant	WA Charters Growth Grants are designed to provide resources to schools during their initial grade level expansion to allow them to build programming and their school teams to realize high-quality outcomes for students while building to sustainability on public funding. Growth Grants are designed to foster continued partnership with WA Charters and sector-wide. Recipients must be active members of both WA Charters and the True Measure Collaborative (TMC) and must participate in WA Charters' Peer Review process. Both recipients and WA Charters as grantor are expected to communicate openly throughout the grant process and during Milestone Meetings, to be held three times each grant year.
WA Charters Implementation Grant	A type of WA Charters Startup grant, the Implementation Grant provides one-time supplemental funding to assist charter operators in the implementation of year one of a high-quality charter school serving at-risk students, with the primary mission of increasing the number of students who graduate from high school ready to succeed in college and the world of work. All new, independently-operated public charter schools are eligible to apply for the Implementation Grant upon authorization to operate a charter school in the state of Washington.
WA Charters Parent Advocacy Lead (PALs) Program	WA Charters launched its Parent Advocacy Lead (PAL) program in August 2016. The PALs program was founded on two core beliefs: (1) that parents are a key factor in helping close educational opportunity gaps and increasing the likelihood of student academic success and development, and (2) that strong parent leadership is also essential to the public charter school sector's overall success and growth. PALs participate in advocacy and organizing training, are updated regularly on advocacy priorities, and organize other parents to take action to support strong schools in their community. Through this network of informed, engaged, and self-directed parent leaders and advocates, individual schools and the overall sector will benefit from a strengthened culture, climate of inclusion, and invested families.
WA Charters Planning Grant	A type of WA Charters Startup grant, Planning Grants assist charter operators in the planning year for a high-quality charter school serving at-risk students, with the primary mission of increasing the number of students who graduate from high school ready to succeed in college and the world of work. All new, independently-operated public charter schools are eligible to apply for the Planning Grant upon authorization to operate a charter school in the state of Washington.
WA Charters Startup Grant Fund	Established by WA Charters in collaboration with philanthropic partners, the WA Charters Startup Grant Fund supports the planning and implementation of new, high-quality public charter schools. The Startup Grant Fund funds two grant programs: WA Charters Planning Grant and WA Charters Implementation Grant.
Weighted Lottery	A selection process that gives preference to one set of students over another. Per Washington state law, when conducting an enrollment lottery, a charter school may offer a weighted enrollment preference for at-risk students or to children of full-time employees of the school.
WMBE | Women and Minority-Owned Business Enterprises	Businesses owned by women and/or minority individuals.

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** 1242-WA Charters Budget narrative - FINAL.pdf

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Washington Innovation and Excellence CSP Grant Budget Narrative

The Washington State Charter Schools Association (WA Charters), Washington state's charter support organization, requests Charter Schools Program Grants to State Entities (CSP)s subgrant funds totaling [redacted] for the five-year grant period October 1, 2019-September 30, 2024 (see Table 3). The following budget narrative provides details and justification for all budget category expenditures requested on Ed Form 524.

WA Charters has allocated 90% of the total request for subgrant awards, less than 3% for administrative costs and at least 7% for technical assistance activities. This CSP grant will help Washington meet four objectives that are specifically aligned to CSP competitive priorities (See CPPs 1-6, Narrative pages 3-28) *and* to Washington charter sector priorities and needs.

The requested CSP grant would provide [redacted] in direct funding to subgrantees to open and expand public charter schools. An additional [redacted] is sought in funding for: 1) Technical assistance; 2) Professional development; 3) Authorization renewal and high-quality charter school expansion best practices research and implementation; 4) Dissemination of charter school best practices and lessons learned; and 5) Administration and monitoring of subgrant awards.

In order to accomplish the activities and objectives laid out in the grant application, it should be noted that WA Charters will provide significant in-kind support to this project, especially in Year 1. This is reasonable and feasible because of robust private philanthropic support to WA Charters *and* the strong alignment between the activities laid out in the application and WA Charters' mission, vision, and strategy. For example, WA Charters plans to leverage the WA Charters Annual Conference as one platform to disseminate best practices and promote charter-district collaboration. This is a signature WA Charters activity that the organization has coordinated with private philanthropic support since inception and will continue to facilitate over the course of the grant period and beyond.

Some critical grant activities (i.e., research on authorization renewal, research and reports on charter-district collaboration and charter best practices) will be accomplished through contractual support, which will be provided by well-regarded national leaders (e.g., CRPE, NACSA), and objectives have been developed in dialogue with these entities.

Subgrantee awards:

This request allows for the support of 10, 5-year high-quality charter school planning and implementation subgrants and 2, 3-year high-quality charter school expansion subgrants (See Table 1). All grants are assumed to be the maximum amount of $[redacted] (see Table 2 for a description of subgrantee awards by grant type and grant year.)

Table 1: Subgrantee Granting Pipeline

Grant Year	Year 1	Year 2	Year 3	Year 5	Year 5	Total
Planning and Implementation (New School) Subgrants						
Cohort 1 * (8 schools)						
Cohort 2 * (2 schools)						
Total New School Sub-Grants						
Expansion Subgrant						
Cohort 1 (1 school)						
Cohort 2 (1 school)						
Total Expansion Subgrants						
Total Subgrant Request						
*Note: *Due to New Charter School Application approval timelines, in Year 1 of the grant, WA Charters will run two subgrant competitions for two different planning and implementation grant solicitation cycles.*						

Table 2: Subgrant Payments by Grant Type

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Total Grant**
Planning and Implementation (New School) Grant						
Expansion Grant						

Table 3: CSP Budget Summary (WA Charters)

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Total Grant**	**Percentage of Total**
Total Subgrants							

Total CSP Funded Technical Assistance	[redacted]						
Total CSP Funded Administration							
Total Grant Costs							

Table 4: Personnel Allocation Overview

Personnel FTE						
	Year 1 2019-20	**Year 2 2020-21**	**Year 3 2021-22**	**Year 4 2022-23**	**Year 5 2023-24**	**Responsibilities**
Position						
CSP Project Director	[redacted]					(Referred to as PD) **This position is provided in kind by WA Charters in years 1-5.** This position provides overall fiscal and programmatic grant oversight.
CSP Project Coordinator						(Referred to as PC) Cost is split between .50 admin and .50 technical assistance. Grant funded. This position will provide the day-to-day CSP grant and subgrant coordination, manage the CSP application process, provide training and technical assistance to subgrantees, collaborate with charter authorizers in the planning and conduct of all CSP activities, coordinate and conduct CSP subgrant monitoring (both on site visits and desk reviews), coordinate the collection/dissemination of charter school best practices, complete year-end CSP reports and evaluation, and other activities as needed to accomplish the goals of the grant. (see position description in Appendix F: 17).
Fiscal Manager						(Referred to as FM). (Note – this position is provided in-kind by WA Charters in Year 1). Year 2: .35 FTE, Years 3-5, .40 FTE – all grant-funded Cost is split between .80 admin and .20 technical assistance. This position will provide fiscal oversight for the entire CSP grant project, including reimbursement approvals and fiscal

	[redacted]					training and monitoring of subgrant budgets/expenditures/drawdowns, etc. (quarterly desk reviews); participate in the subgrant application review process (budget review), and other activities as needed to accomplish the goals of the grant.
Technical Assistance Manager						(Referred to as TAM) (Note – this position is provided in-kind by WA Charters in Year 1). Years 2-5: .20 FTE, 100% time technical assistance – grant funded. This position will work primarily on Activity 2.1: Build upon and expand current collaborations with districts and charters to spread best practices.
Family Community Engagement Manager						(Referred to as FCEM) (Note – this position is provided in-kind by WA Charters in Year 1) Years 2-5: .20 FTE, 100% technical assistance -grant funded. This position will work primarily on Activity 3.1: Build broad community partnership and charter awareness through oversight of the parent steering committee and support of community events.

Personnel Salary Costs

Personnel salary is based on regional comparisons and current salaries at WA Charters. COLA is increased by 3% each year. Salary Increase based on CPI. Numbers represent total salary, inclusive of benefits.

Budget Category						
1. Personnel						
	Year 1 2019-20	**Year 2 2020-21**	**Year 3 2021-22**	**Year 4 2022-23**	**Year 5 2023-24**	
Position						
CSP Project Coordinator	[redacted]					.50 admin and .50 technical assistance
Fiscal Manager						**In-kind in year 1, starting CSP funded in year 2** Year 2: .35 FTE, Years 3-5, .40 FTE.
Technical Assistance Manager						**In-kind in year 1, starting CSP funded in year 2** Years 2-5: .20 FTE, 100% of time is technical assistance

Family Community Engagement Manager	[redacted]	**In-kind in year 1, starting CSP funded in year 2** Years 2-5: .20 FTE, 100% of time is technical assistance.
Total Personnel Direct Costs		

PROJECT COSTS BY CATEGORY

TRAVEL COST BASES AND ASSUMPTIONS, KEY

- All travel assumes Washington state per diem rates for both in- and out-of-state travel
- For all out-of-state travel:
  - Lowest cost direct flights from Seattle to destination at available times, for both West and East Coast travel. Given the variance in airfare rates we averaged cost with inflation – thus the variance in costs across the years
- For all travel in-state-travel:
  - **One day** travel in Western Washington: Assumes 1-person ***average*** 100-mile RT mileage $58, per diem $66. Averages $124 per West side trip
  - **One day** travel in Eastern Washington: Assumes 1-person ***average*** airfare $208, rental car $52, per diem $61, plus misc. (parking, etc.). Averages $325 per East side trip
- Inflation at **1.02**
- Personnel Key: Project Coordinator (PC), Fiscal Manager (FM), Technical Assistance Manager (TAM), Family and Community Engagement Manager (FCEM). Note that Project Director is funded entirely in-kind by WA Charters throughout the grant period.

ESD 524 Category	Grant Activity	Year 1 FY 19-20	Year 2 FY 20-21	Year 3 FY 21-22	Year 4 FY 22-23	Year 5 FY 23-34	Total	Detail
CSP Technical Assistance Costs								
1. Personnel Technical Assistance Time	Direct Cost - Grant **Technical Assistance** Personnel	[redacted]						PC: .8FTE in Year 1 and 1.0 FTE in Years 2-5, time split 50/50 Admin and TA
								FM: In-kind Year 1, grant-funded starting in Year 2: .35 FTE Years 3-5: .40. Time split 80/20 Admin and TA.
								TAM: In-kind Year 1, grant funded Years 2-5: .20 FTE. Time 100% TA.
								FCEM: In- .2 FTE year 2-5 100% time TA, in-kind in year 1

2. Fringe Benefits (TA)	Benefits	[redacted]	Benefits: 25% of salary in Year 1 and 26%, 26%, 27%, and 26% in Years 2-5. Based on current WA Charters benefits costs
3. Travel (TA)	PC and Authorizers – expansion and renewal best practice capacity building	[redacted]	PC to research best practices in expansion and renewal from a site visit to a best-in-class authorizer (Cost based on travel to East Coast from Seattle: airfare $650, per diem $152, lodging $506; Total per person: $1,308). Travel for PC and one representative from each Washington authorizer.
	Activity 1.1: Programmatic support and technical assistance support to subgrantees	[redacted]	Allocates travel for school-specific TA related to subgrant progress (e.g., spending down grants, understanding allowable expenses, etc.) Allows for travel to up to 40% of schools annually.
	Activity 1.1/3: conduct CSP subgrant trainings in conjunction w/ NCSA Orientations and Charter 101 trainings and conduct of expansion subgrant training	[redacted]	Costs for all pre- and post-award subgrant trainings. Assumes 7 annually on East side of the state and 4 annually on West side of state.
	Activity 2.1: Conduct district and charter engagement activities (e.g., event attendance, meetings, and school visits)	[redacted]	Travel cost for PC to attend bi-annual Rural District Alliance Convening and quarterly trips for True Measure Collaborative Director (salary in-kind) to attend SpEd Collaborative meetings throughout the state. See assumptions above for detail. $5K annually for TAM to coordinate events focusing on charter-district collaboration around the state. Costs include: A/V, food, registration, printing, etc. and is currently based on WA Charters cost for similar activities.

	Activity 4.1: Attend NACSA's conference and incorporate best practices (including renewal process) into authorizer supports	[redacted]	[redacted]	Allows for 1 person to attend NACSA conference annually, cost based on 2017-18 registration fees, airfare, per diem, and 4 nights of lodging. Assumes annual shifts between East and West Coast venues.
	Activity 4.3/5: Gather stakeholder input regarding implementation of the renewal process	[redacted]	[redacted]	Stakeholder input gathering trips to 7 regions (based on known pipeline and school locations). Provides for travel to location and event costs (venue fees, printing, etc.) for focus groups or similar stakeholder input event.
5. Supplies	Activity 2.3: Host annual Educator's Night	[redacted]	[redacted]	Costs for printing, supplies, venue, speaker fees etc. to host annual Educator's Night in Seattle, WA. Previous events have drawn 125 plus people and have cost ~$40K. In-kind in Years 1 and 2.
	Activity 3.1: Convene parents, lead and support parent steering committee to support community capacity building	[redacted]	[redacted]	Cost to purchase three sets of translation headsets for quarterly convenings, allows for event accessibility in three most-need translated languages (Vietnamese, Spanish, Somali). One-time cost in Year 1.
	Activity 3.2: Convene Charter Data Advisory Work Group including CRPE, WA Charters, and authorizers	[redacted]	[redacted]	Costs to host bi-annual data stakeholder meetings in the Seattle area. Intended to gather 35-40 people. Costs include costs to gather, analyze and prepare data prior to meeting, venue fees, food, printing, etc. Cost based on previous stakeholder meetings coordinated by WA Charters; costs increase as attendance and group increases.

	Activity 3.1: Convene (4) parent and lead and support parent steering committee to support community capacity building	[redacted]			Costs to convene quarterly in Seattle area for up to 20 members of Parent Steering Committee. Fees include interpreter costs, printing, venue, food, and other misc. costs based on 2018 costs to hold one event 14 people ($2K). Costs increase in Years 2-5 with inflation and increased number of attendees.
6. Contractual (TA)	Activity 1.3: Expansion and replication research	[redacted]			Consultant contract to identify best practices re: subgrant expansion criteria and processes. Based on assumption of $125 per hour rate and approximately 200-250 hours each year. Contract includes travel to meet with WA charters re: expansion subgrant application and both authorizers in WA State.
	Activity 2.1: Disseminate charter school promising practices based on performance data	[redacted]			$50K contract with CRPE for bi-annual research (briefs and case studies) to codify and disseminate sector best practices; cost estimate based on similar contracts for similar work by CRPE, $8K for contractor support for collecting school data, summarizing, writing briefs.
	Activity 2.1: Disseminate charter school promising practices based on performance data	[redacted]			Travel costs for 2 people to participate in and share best practices at the annual NACPS conference. Cost based on 2017-18 registration fees, airfare, per diem, and 4 nights of lodging. Assumes annual shifts between East and West Coast venues.
	Activity 2.1/ 3.3: Disseminate charter school promising practices based on performance data/ convene best practice stakeholders	[redacted]			Supports for sharing promising and best practices at WA Charters Annual Conference, the state's largest annual convening for the sector (printing, speakers, venues, etc.). Cost scales with size of event. Represents only a percentage of overall event costs.

	Activity 2.2: Coordinate sector-wide True Measure Collaborative, a consortium for all charter schools focused on inclusive, culturally responsive education	[redacted]				Contract with trauma-informed-practice and inclusion-focused technical assistance provider to support schools in building inclusive and culturally responsive environments. Costs based on current contract for similar supports to schools: $150 per hour up to 8 hours of support per school per year. Costs scale as sector grows.
	Activity 2.2: Equity and DEI trainings					Costs based on 2-day, 6-8 hr. trainings, including event costs such as printing, venue, and food. Costed at one training per school per year. Assumes $150 per hour based on previous engagements for similar workshops. This work is supported by WA Charters in-kind for Year 1.
	Activity 3.1: Parent Stipends for Parent Steering Committee					Stipends for select parent leaders in the Parent Steering Committee to do work across the sector, including community engagement and support to schools. Costs assume 5, 7, 10, and 10 parents in years 2-5. Assume an average of 6 months at $250 per month (based on past stipend amounts). This work is supported by WA Charters in-kind for Year 1.
	Activity 4.1: Contract with best practice authorization TA provider					Contract for authorizer renewal process research, technical assistance, and coordination with authorizers (Objective 4), based on $125 per hour rate. Year 1 work performed over 7 months, Year 2 work performed over 3 months; contract includes contractor travel.
Total CSP Technical Assistance Costs						
CSP Admin-istration Costs						**Description of Costs**
1.Personnel (Admin) Time	Direct Cost - Grant Admin Personnel					PC: .8FTE in Year 1 and 1.0 FTE in Years 2-5, time split 50/50 Admin and TA
						FM: In-kind Year 1, grant-funded starting in Year 2: .35 FTE Years 3-5: .40. Time split 80/20 Admin and TA.
						TAM: In-kind Year 1, grant funded Years 2-5: .20 FTE. Time 100% TA.

								FCEM: In- .2 FTE year 2-5 100% time TA, in-kind in year 1
2. Fringe Benefits (Admin)	Benefits	[redacted]						Benefits: 25% of salary in Year 1 and 26%, 26%, 27%, and 26% in Years 2-5. Based on current WA Charters benefits costs
3. Travel (Admin)	Activity 1.1: Attend 2-day CSP Project Directors' Meeting (annually)							1 WA Charters CSP staff (Project Director – funded in-kind by WA Charters) to annual CSP convening. Travel costs based on meeting in D.C.1-person airfare $650, per diem $217, lodging $425, $50 cab, total average cost /trip $1,342.
	Activity 1.1: Programmatic Monitoring: Annually schedule and conduct sub-grantee school visits							1 trip to school per year per grant for site monitoring. Approximately ~30 - 40% of trips are to schools on the East side of the state and require airfare, no overnight trips assumed, travel assumptions include 2% annual inflation in year 2-5. See assumptions above for travel cost detail.
6. Contractual (Admin)	Activity 1.1: Programmatic Monitoring							Contract with OSPI for access to the OSPI state and federal program grant reporting and allocation systems for schools (e.g., EDS, iGrants). Enables WA Charters access to systems for monitoring and approval of subgrantee expenditures prior to reimbursement through OSPI system, cost estimate based on access for two users annually (PC and FM).
Total CSP Administration Costs								
Total Grant Costs								