



INNOVATION & EXCELLENCE

WASHINGTON'S CHARTER SCHOOLS PROGRAM GRANT

Charter School CSP Sub-Grant Score Report

APPLICATION DETAILS

School Name: Lumen High School	
Contact Person: Shauna Edwards	Contact Email: sedwards@lumenhighschool.org
Application Type: Waiver School	Grant Budget: \$1,300,000
Grades Served: 9-12	New Seats at Capacity: 120 (fully enrolled)
Total Averaged Score: 77.5	Priority Points Assigned: 4.5
Application Status: Awarded	

RUBRIC

<p>A. Grant Project Goals <i>Identify</i> 3-5 grant project goals and <i>justify</i> each goal in terms of its value in supporting the planning and implementation of your proposed school.</p> <p>Be sure to align your budget to your project and ensure that all planned grant spending, including future revisions to your budget, fit clearly within one of your stated project goals.</p>	
TOTAL AVERAGE POINTS	9/12
<p>Reviewer Comments – Grant Project Goals</p> <p>Strengths: Strong justification for each goal.</p> <p>Budget aligns with goals, mission of school.</p> <p>Applicant offers four goals to support their mission of “provid(ing) a top-tier education option in conjunction with a high-quality on-site early learning center to pregnant and parenting teens in the city of Spokane” (2). Each of the goals is supported by objectives which are aligned to the stated goal.</p> <p>Adequate justifications for the goals are provided that are rooted in the overall vision of the school.</p> <p>The applicant clearly identified four grant project goals that support the planning and implementation of the proposed school. Each grant project goal is a quality goal and is specific, action-oriented, realistic, and relevant. There is clear alignment among grant project goals, and the overall mission and goals of the school. Explicit justifications are provided for each goal.</p> <p>The applicant fully described and justified the design of the academic program that will be utilized to meet the school’s performance objectives. Clear information was provided about the school’s key elements, which include a target population of pregnant and parenting teens and a focus on personalized, rigorous, and flexible instruction; service-learning; and an on-site early learning center. The focus is a small high school where teen parents will be empowered with the skills needed to raise healthy children, graduate, and pursue higher education and future careers. This succinct description inspired confidence in the applicant’s ability to develop, choose, and align strategies and procedures to meet the school’s mission.</p> <p>Weaknesses: The goals as written are not specific, measurable, or time-bound. The lack of measurability of the goals would make it exceedingly difficult to evaluate progress or success objectively.</p> <p>Although the grant goals are reasonable, they are not measurable and time-bound, and include targets. Additionally, while justification is provided for each goal, the justification for Goal 1 is confusing. The goal is to invest in curriculum and curriculum development, but the justification discusses preparing teachers as mentors and offering social-emotional support, in addition to delivering the curriculum. The relevance and connection of these aspects of the justification are unclear.</p>	

B. Educational Philosophy, Instructional Practices, and Curriculum

Fully *describe and justify* the design of the academic program in terms of the educational philosophy, instructional practices, and curriculum that will be utilized to meet the school’s performance objectives. Be sure to include key design elements, references supporting its validity and alignment to state and Federal requirements, and rationale for why this education model was chosen and how it will produce strong outcomes for the unique community and student population the school will be located within.

TOTAL AVERAGE POINTS	13.25/16
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Reviewer Comments - Educational Philosophy, Instructional Practices, and Curriculum

Strengths:

Planning to provide robust on-site wrap around supports with community partners to meet the layered needs of learners.

Personalized learning provides students with flexibility to adjust the academic content and learning experience to meet their needs.

Research aligned to benefits of pregnant teens.

Creating access to a high-quality, on-site ELC option along with developing parenting skills.

Focus on Individual Graduation Plan with goal of earning diplomas.

Unique focus on teen parents.

Emphasis on wrap-around services.

Integration of children of students into the program.

Personalization.

Commitment to changing the trajectory of the next generation.

Cultural responsiveness training.

UDL.

Circle of Security.

Focus in life skills.

Justifications for each curriculum choice are provided and focus on alignment with standards and embedded assessment of non-cognitive skills. The justification includes rationale that will be particularly supportive for the teenage mother student population (11-12). Research basis is provided for NewTech Curriculum and its efficacy. The curriculum appears aligned to a project-based approach for learning.

Technology is addressed briefly in the following section’s description of blended learning, but only to the extent that some use of technology will be incorporated into a blended learning model (14).

Selected curriculum are justified specifically for the target demographic including providing life skills, parenting skills, positive parent-child interactions, etc. (12-13).

Applicant provides an appropriate description of their blended learning model which includes online learning, individual, small, and large group instruction (14). These approaches are described in adequate detail with explanations as to how they align with the curriculum provided.

The applicant justified the core academic curriculum for each content area, including core content and information about curriculum beyond the core including Spanish, health and wellness, PE, life skills, art, and electives. A table was provided that identified each curriculum area, standards, measureable course outcomes, curriculum choices, and rationale for the choices.

The applicant identified how technology will be utilized within the school's instructional delivery and assessment. The school will have 1:1 technology with technology used to personalize learning and for MAP assessments 3x year to support differentiation of instruction.

The applicant described and justified the teaching and learning plan for the school including the design of the instructional strategy. Teachers will use a variety of instructional strategies that are considered best practices to create engaging, positive, culturally inclusive environments. Blended learning will be the primary mode of instruction where teachers will blend teacher-led direct instruction and computer-based learning for core subject areas. Students will also be supported through small group instruction; individualized instruction; large group instruction to introduce concepts; Socratic methods to ask questions, promote dialogue, and allow students to learn from conversations; and project-based learning through service learning and life skills classes.

Weaknesses:

Much more information about culture of program than academic or instructional components.

Heavy reliance on NewTech Network with very little data as to student achievement successes through other NTN partnerships.

Tech plan and use of computers to design programs for students to access outside of school needs more development.

C. Teaching and Learning

Fully *describe and justify* the design of the instructional strategy in terms of the educational philosophy, instructional practices, and curriculum that will be utilized to meet the school’s performance objectives. Be sure to include key design elements, references supporting its validity and alignment to state and federal requirements, and rationale for why this strategy was chosen and how it will produce strong outcomes for the unique community and student population the school will serve.

TOTAL AVERAGE POINTS

5/6

Reviewer Comments – Teaching and Learning

Strengths:

Strong research cited for all programmatic elements.

PBL

Blended learning.

Small group instruction.

Flexibility--books or online resources for students to elect.

Daily advisory.

The goals of curriculum development/professional development, supplies/technology, efficient operational/fiscal processes, and on-site wraparound supports are well aligned to the school’s mission of providing top-tier education to a highly specific targeted demographic.

Applicant identifies Personalized Learning with a research basis as a key component of instructional design (6). This approach is well suited to the unique needs of the target demographic. Other elements of the instructional design that are supported with adequate research and rationale include service-learning, and an on-site early learning center (7-8). The rationale for an on-site early learning center includes offsetting the enormous costs of daycare which can serve as a stressor on a learner of any age.

The basic learning environment includes mixed-age classrooms, advisory classrooms, and content-related or service-related projects (9). Applicant also discusses how technology will be integrated into the model and the school’s focus on a “culturally responsive manner to ensure student engagement” (10). Other research-based methodologies to be incorporated include Universal Design for Learning and Circle of Security (11). Overall, this educational model is articulated in a manner that indicates the applicant is likely to incorporate research-based methods throughout the program’s design.

The specific curriculum to be implemented for each of the core subject areas is provided. The applicant intends to use research-based curriculum choices for almost all subjects with the exception of Physical Education.

The applicant identified and clearly articulated instructional methods, school culture and classroom design, behavioral expectations, enrichment programs, electives, and other relevant factors that will impact classroom instruction. Instructional methods will include whole group instruction and independent work on core content direct instruction, small group instruction, and individual instruction. Content related projects and service learning will take place during Advisory. The school is committed to an environment that is culturally responsive, and the applicant provided specific information about how this will be achieved. Classroom design appears aligned with the school mission and is thoughtfully planned to support student success. Classrooms will be multi-age with 10-15 students per class. Coursework will be based on each student’s Individual Graduation Plan (IGP) and curriculum be primarily be based on curriculum from the NewTech Network and supplemented by other curricula. In addition to the core courses required for graduation, students will participate in the Lumen Life Skills parenting class. It is clear that the educational program has been developed based on research, evidence-based strategies, and widely-accepted best practices. The applicant provided justification for the program and cited the research in endnotes.

Weaknesses:

The applicant does not present a comprehensive description of how technology will be incorporated into the learning model.

A discussion of how key elements have been chosen to utilize autonomies and flexibilities granted to charter schools under state statute is not found to be present.

D. Student Academic Achievement Standards

As an independently governed public school, charter schools need to ensure plans, systems, and tools for strong oversight and monitoring in the areas of academic performance. *Fully describe and justify* how your school will have rigorous goals and adequate oversight to ensure quality implementation, operation, and accountability.

TOTAL AVERAGE POINTS	7.5/9
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Reviewer Comments – Student Academic Achievement Standards

Strengths:

Focus on blended learning & authentic assessments through project based learning.

Plans for baseline, formative & summative assessments.

RTI

Use of Capstone and student expos to personalize learning outcomes.

Extensive plan for baseline, formative and summative assessments across the curriculum.

Students grouped by graduation date (anticipated) rather than grade levels--responding to unique population
 Founder has deep experience working with teen parents.

Use of assessments to inform instructional decisions is discussed in comprehensive detail in the following section (18-20).

A detailed description of the proposed MTSS indicates that the applicant has an understanding of the necessary systems and supports to service diverse learners (16-17).

Applicant affirms alignment with the standards taught to Washington State K-12 Learning Standards. This section discusses the tracking of mastery of standards including the Cognitive Skills Rubric. In narrative and table form, the proposed assessment plan includes both teacher-created assessments and standardized assessments to include NWEA MAP and NTN-based content assessment that include formative and summative measures (18-19).

The applicant identified a range of differentiation and intervention structures (RTI and Multi-Tiered System of Supports), tools, and approaches to respond to the needs of individual students. RtI was described and will be used for academic, behavioral, and social-emotional interventions. Students will also participate in a daily advisory period that will focus on group bonding, academic belonging, service learning, and mentorship.

The applicant provided a clear description of oversight and monitoring of academic performance. The use of online curricula through NTN will provide ongoing assessment and facilitate teacher monitoring of student progress. Baseline, formative, and summative assessments for all core subjects were identified; assessment of projects and performances in electives will be based on rubrics that include presentations, conferencing, and peer to peer assessments. Additionally, assessment of the IGP every two weeks will be an ongoing part of student assessment.

Weaknesses:

While the applicant indicates that the data will be reviewed every two weeks “to ensure consistent progress,” the applicant does not provide a thorough description of structures or systems for data analysis that would indicate a high-capacity to use the data in a meaningful way.

Although the applicant addressed most of the criteria with sufficient detail, additional questions arose and other required information was not provided. For example, the applicant did not explain how teachers will use a range

of data to support individual learners or how the school will use classroom and/or standardized assessments to determine the needs of individual students and to drive and differentiate instruction.

While the response met the criteria in many respects, additional information was required in some areas. For example, although an abundance of data will be available, it is not clear how the data will be analyzed, how often, by whom, and applied to inform instruction. Interim benchmarks to ensure progress toward performance goals for all student subgroups were not provided, and a plan to adjust these benchmarks annually was also not provided. The applicant did not address how data are (or will be) utilized to inform policy and management decisions; how the portfolio inclusive of formative, interim and summative assessment tools will be consistently used and well understood by all staff; how progress will be reported; or assessment practices to monitor teacher performance.

E. Student Demand and Community/Local Support

Schools funded under the CSP subgrant must ensure they are in tune with their communities’ needs and priorities. *Describe and justify* your school’s vitality and long-term sustainability through demonstrating your dedication to developing and maintaining community partnerships and connections.

TOTAL AVERAGE POINTS

9.5/12

Reviewer Comments – Student Demand and Community/Local Support

Strengths:

Planning team took input from stakeholders including families of teen parents, school counselors, administrators of comprehensive high schools, and teen parents.

Strong engagement strategies for family-school partnerships.

Strong community ties and organized focus group model to elicit feedback and incorporation into the model

Home visits to all students' homes.

Family resource room.

Good research demographic data to substantiate the need for the school.

School understands its student body--bus passes provided for example.

The applicant effectively demonstrated community need and demand for the school and its particular educational model. Demand was evidenced by 262 live births to teen mothers in 2018 and no educational options available for teen parents and their child to attend together. The applicant described significant planning and effort to meaningfully engage current and prospective families and community members on the implementation and operation of the school. This began in 2017 with focus groups, which have been attended by approximately 65 teen parents and their families. Monthly meetings have continued to further develop the school model.

The applicant discussed effective parent, family, and community engagement strategies that will be utilized by the school. Strategies include, but are not limited to, home visits, recruiting staff from the target community to ensure diversity, establishment of a family resource room, monthly community meals and events designed and led by students, bi-annual conferences to review IGP progress, use of PowerSchool for communication and updates, social media updates, monthly email newsletters, and volunteer opportunities. Appropriately, childcare, meals, and transportation will be provided for all school events.

It is clear that the school is dedicated to developing and maintaining family and community partnerships and connections.

The model of the school is based on “input from stakeholders including families of teen parents, school counselors, administrators of comprehensive high schools, and teen parents” (20). The unique design and mission of the school is dependent upon design contributions from stakeholders. Applicant affirms and lists the community feedback received and how this feedback made it into the design of the school (21).

Standard and anticipated structures to encourage ongoing family involvement in the school include volunteer opportunities, social media, PowerSchool communication, conferences, community meals, and a family resource room (22-23).

Applicant offers anecdotal evidence of demand, with the school’s founder being regularly contacted by guidance counselors seeking a placement option for teen mothers. Data from 2018 indicate 262 live births to teen mothers in the Spokane Regional Health District, indicate a community of sufficient size to support such a program (23).

Weaknesses:

Would have liked to know more about student recruitment & retention plans for any non-pregnant students as well as retention strategies post-pregnancy.

How does recruiting strategy need to change to recruit male students & non-pregnant students? Is there a marketing plan for recruiting "at-risk" students to ensure enrollment numbers in the even that the pregnant teen numbers dip in any year?

While the applicant states an intention to create the position of Family and Community Engagement Coordinator, this does not include a thorough description of the job responsibilities or how the role will be used to secure interest and engagement of community members (23).

Although data from one year is presented to demonstrate sufficient population to support such a school, data from multiple years would provide more reassurance that the target demographic is large enough (23).

Plans for marketing and outreach are not included. The application assumes that demand will be sufficient, but does not indicate market research that supports this assumption or a marketing plan to disseminate information about the school. Without an effective marketing plan that includes specific strategies for reaching educationally disadvantaged students, it is entirely possible that the applicants might meet the requirement of being a teen mother or mother-to-be but not representative of the population of teen mothers in Spokane. For example, only teen mothers with certain social and family connections may apply to the school if it is not properly marketed. This section is in need of a comprehensive marketing plan to disseminate information about the school so that all potential applicants in this situation will know of the opportunity being presented.

Assumptions and source of projections for the expected population of students in these groups is not well understood.

While the response met the criteria in many respects, additional information was required in some areas. For example, it is unclear how many of the students reached during the outreach events intend to enroll, so it is difficult to determine if enrollment goals for each year are reasonable. Additionally, the applicant did not address specific strategies for recruiting educationally disadvantaged, at-risk, diverse, and underserved families or provide a projection for each category of educationally disadvantaged students to be served. Further, no information was provided about the roles parents and community members may play in the school's decision-making and life on an ongoing basis. The applicant did not address the requirement to provide information about educational options and the school's state report card on the school's website.

The lack of marketing to all potential applicants raises concerns about the extent to which the student body population will be truly representative of the targeted community, irrespective of categories such as race, neighborhood, and socio-economic status.

F. Effectively Serving All Students

Charter schools are obligated to take specific actions to ensure an open, fair, non-selective method of attracting and enrolling students, and all charter schools need to be ready to serve the group of students that choose to attend. *Fully describe and justify* your plan to offer a continuum of services for all types of students, including those that are educationally disadvantaged (such as low-income, special education, English learners, homeless, migrant and other at-risk students) and gifted and talented.

TOTAL AVERAGE POINTS

8/12

Reviewer Comments – Effectively Serving All Students

Strengths:

Establishing a partnership with the True Measure Collaborative to tailor program to meet individual needs.

Evidence of extensive supports for students--anticipated at 15% special education.

Applicant presents expected population of SPED, FRL, ELL, and Homeless/Foster Care. The projections include higher than surrounding schools in lower economic status and homeless population (25).

Universal Tier 1 supports appear well thought out to provide systems and structures that would allow for subsequent interventions (25-26).

The applicant specifically stated that the school will comply with federal and laws regarding students with disabilities, and described plans for support that align with the school’s educational program including individualized graduation progress, online learning to support multiple learning styles, mentoring, daily academic support, etc. The applicant also discussed appropriately trained staff for students with disabilities including a Special Education teacher who will provide individual or small group instruction, as needed, and will meet with general education teachers weekly to ensure appropriate accommodations and modifications are provided in classrooms.

Weaknesses:

The proposal does not present a compelling vision for providing services to special populations including SPED and ELL students. The process for identification, plan development, ongoing assessment, monitoring of progress, and exiting the program is not clearly identified. There remains a great deal of uncertainty about the extent to which inclusive academic services will be provided to these subgroups.

While the response met the criteria in some respects, additional information was required in some areas. For example, it is not clear that the needs of the school’s current and/or prospective educationally disadvantaged students, students with disabilities, or students who are gifted and talented are well understood as specific needs were not identified or discussed. The applicant did not address setting and maintaining high expectations for these groups of students, or discuss how students with special needs will be identified. Neither academic strategies for meeting the needs of ELL students nor staff training on effective intervention strategies and corresponding support tools were provided. Further, the applicant did not demonstrate that the school has practices that promote student retention and reduction in the overuse of discipline practices that remove students from the classroom.

Limited information on how special education program will differ from general education program.

G. Staffing and Professional Development Plan

Fully describe and justify your approach to staffing, inclusive of ratios, positions, etc. required for effective implementation of the chosen education model. Further, describe the process in which all staff will be supported in their ongoing professional development.

TOTAL AVERAGE POINTS

3/4

Reviewer Comments – Staffing and Professional Development Plan

Strengths:

Using year-end evaluation and analysis of student outcomes as the largest driving factor behind annual PD schedule.

Each teacher will create a Professional Growth Plan (PGP) within one month of school opening to guide differentiated support.

Focus on supporting staff with personal growth plan that they develop at start of school year.

A Professional Growth Plan for teachers is discussed only in the broadest possible terms. A comprehensive plan for providing professional development based on assessed needs and data is not offered (29).

The staffing plan is well described to include all instructional and leadership positions. The 1:10 student to teacher ratio reflects a strong investment in the needs of the population. Additional positions, such as two support specialists and part-time social worker further support the needs of the student population (27-28). The number of positions and descriptions appear completely adequate and appropriate for the school’s mission and size.

The applicant described a staffing structure that can reasonably deliver the educational model and associated support services. The staff will include an administrative team with executive director, principal, director of finance, and director of early learning; teachers, a counselor, student support specialists, an executive assistant, and part-time kitchen manager and social worker.

The applicant also provided a summary of the school’s plan for staff development and evaluation that provides sufficient support to all staff to ensure the educational model will be implemented with fidelity across all grade levels. A table was provided that clearly outlined topics for professional development (PD) and the person responsible for delivery. The topics clearly align to the educational model.

The school demonstrates how it will utilize coaching and feedback to develop staff. Each teacher will have a Professional Growth Plan (PGP). Conversations with principal, and formal and informal classroom observations using the 5D+ evaluation tool will monitor each teacher’s progress on the PGP. The principal will measure all PD on the quality of academic success of the students using the 5D+ rubric.

Weaknesses:

No information on staff recruiting strategies.

Recruitment and selection of high-quality staff are not found to be described. It is unclear what recruitment strategies will be used or how the school will actively seek highly-qualified candidates.

While the response met the criteria in some respects, additional information was required in some areas. For example, the applicant did not identify the steps that will be taken to ensure recruitment and selection of outstanding staff; therefore, it is not clear the there is a sufficient to achieve the school’s staffing needs.

Additionally, some parts of the staffing plan are confusing. For example, why are there an executive director and a principal? How will the responsibilities be differentiated? This seems administratively heavy for such a small school. Similarly, why are both a counselor and social worker needed? How will the responsibilities be differentiated?

The proposal does not contain specific information on research into possible food vendors or their track record in providing meal programs compliant with all regulations. Given the unique nutritional needs of the target population, this section would benefit from a more robust discussion of how these needs will be met.

School has a unique mission that meets a critical need (teen parents).

Application deeply rooted in relevant research.

Low number of students per teacher--at full enrollment it's still less than 18:1

Who manages & assesses Joule Growth Partners?

Would like to know more about enrollment plan in terms of gaps needed for pre- or postpartum medical leave (i.e., can students' coursework rollover from one semester to the next in the event that the delivery time falls near the end of a semester?)

Is there flexibility with the authorizer in terms of enrollment numbers & per pupil funding if students need to enroll or take time off mid-semester?

H. Financial Management and Monitoring Plan

As independently governed public schools, charters are fully responsible for ensuring quality financial management practices and ongoing financial stability. *Fully describe* your school’s plan to be compliant, strategic, and responsible with finances and business services.

TOTAL AVERAGE POINTS	4.25/7
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Reviewer Comments – Financial Management and Monitoring Plan

Strengths:

Project budget aligns well with project goals.

Secured additional funds from private funders.

Budget narrative reflects a systems-thinking approach.

Multi-year budget included with expenses separated into 14 categories. Budget is aligned with narrative and descriptions provided within the application for the school design.

The applicant met the criteria in some respects, but substantial gaps exist in a number of areas. Most of the grant project expenditures align with what is presented in the budget narrative. Planned expenditures include contractors, technology, furniture, curriculum, classroom supplies, playground equipment, and expenses related to the audit. Facility costs are feasible and below 20 percent of the school’s annual budget. The applicant identified a specific location for the school.

Weaknesses:

No information about risk management.

Failure to mention what happens if school does not get CEP certification-- has this been budgeted as potential extra cost since students unlikely to pay on their own for food?

With principal, executive director and CFO, may run risk of being top heavy cost-wise for such a small school.

The applicant has not demonstrated through a clear and comprehensive plan the operational and financial capability to manage the successful and sustainable implementation of the proposed activities. First, the multi-year operating budget does not demonstrate financial viability and sustainability, and no explanation is provided for the additional funding outside of the CSP grant. The budget shows gifts, grants and donations totaling \$828,845 over 5 years (line 45) and facility rental income totaling \$286,694 over 5 years (line 46). But, the source of these funds is not provided and it is not clear if formal commitments or agreements exist. Most concerning is that the budget doesn’t balance in years 3-5 without these funds. Additionally, the anticipated enrollment for year 1 does not match anticipated enrollment as stated elsewhere in the application (45 students in the budget vs. 60 elsewhere). No explanation is provided. Further, Year 5 does not show a balanced budget. Second, some expenditures in the CSP Budget Template are not allowable. The applicant has included a portion of the Executive Director’s, the executive assistant’s, and the social worker’s salaries in the CSP budget. Finally, the plan did not address key personnel and target dates for completion of activities and purchasing.

The applicant did not provide a viable, well-conceived facilities plan. A timeline for developing and/or remodeling, as well as equipping, the new school was not included. No evidence was provided that the proposed location provides an adequate learning environment sufficient to carry out the school’s educational model and programmatic needs, is easily accessible to the intended student population, and will meet the needs of students receiving special services. Specific information regarding the early learning center, its location and accessibility in the facility, and the suitability of the space for the provision of childcare was not addressed. The attached lease refers to a floor plan in Exhibit A, but the floor plan is not provided. Based on language in the lease, it is not clear if the entire facility is being rented or if the facility will be shared. If the facility will be shared, this information is important in evaluating the viability and suitability of the facilities plan, particularly given that young children will be served.

No evidence was provided that the budget contains sufficient resources to successfully carry out strategies and programs for educationally disadvantaged and at-risk students. The budget narrative did not demonstrate investment in value-added activity to accelerate learning for educationally disadvantaged and at-risk students.

Additionally, a plan to mitigate risk associated with projected enrollment and the financial resources necessary to adequately serve the population of students enrolled was not provided.

No real information about financial management other than listing a staff member on the budget spreadsheet.

Cost assumptions and justifications are barely offered, if at all. It is not clear from where the majority of cost assumptions originate. Plans for completion and target dates are not clearly presented. Additional funding sources are not described. Expenditures as compared to revenues are not described, nor is there a clear plan for sustainability absent grant funds.

No discernable facilities plan can be located. The applicant is not penalized for its lack of a facilities plan, as per instructions. Contingency plans to mitigate risk are not found to be described.

Budget includes significant salary expenditures for essential personnel separate from grant activities. According to Page 10 of the Allowable Cost Guide, CSP funds cannot be used to supplant salaries.

I. Board Capacity and Governance Structure

A competent, trained governing board is essential to the success of a public charter school. *Fully describe* how your school has developed a strong governing board with a diverse set of skills. Be sure to include how board members understand their roles and responsibilities and have developed a transition plan and ongoing professional development to maintain board strength going forward.

TOTAL AVERAGE POINTS

7/12

Reviewer Comments – Board Capacity and Governance Structure

Strengths:

The attached bylaws provided a bigger picture on board plans.

Board committed to ongoing training, self-assessment and anonymous community surveys to measure mission/vision alignment.

Applicant affirms a range of experience for Board members across “education, law, finance, community leadership, previous governance experience, early learning, and human resources” (30).

Compliance with Open Meeting and Open Records Law is affirmed (31).

The applicant provided some evidence of a competent governing board. The board will meet on a monthly basis and intends to operate using a committee structure with governance, finance, development, academic excellence, and executive director support and evaluation committees. Officer positions include a chair, vice chair, secretary, and treasurer. The applicant identified appropriate and specific board responsibilities that will ensure that they remain at the governance level of leadership not the school management level of operations. There is evidence that the applicant has planned appropriate and meaningful board training using the services of WA Charters and has included funds in the budget to support board training. Board members will assess the board’s performance.

Weaknesses:

The experience of the Board is not supported with actual evidence within the narrative. A Board selection process that would lead to members with appropriate levels of expertise is also not included. This section does little to address how the Board would assess its needs and provide adequate development of the Board to build its capacity for effective governance.

Clear statements regarding the separation of duties between Board and School Leadership that would ensure the Board’s role remains as governance are not offered. Policies and Procedures regarding oversight functions of the Board also not clearly articulated.

Statements regarding training and coaching for the Board are offered in only the broadest possible detail, not reflecting a well-developed plan to invest in the development of the Board or reflecting the ability to build strong capacity for oversight functions (31).

Although the response met the criteria in some respects, other information was missing or needed additional detail. For example, each of the board member information forms indicated that a resume was attached, but no resumes were provided. The applicant stated that board members have expertise in education, law, finance, community leadership, governance, early learning, and human resources, but the evidence was not included. Therefore, it is not possible to determine if the board is strong with a diverse set of skills and wide range of expertise. Additionally, the applicant did not discuss how current board members were recruited and selected, what skills gaps exist or how future skill gaps in the board will be identified, or future recruitment plans and procedures.

Although the applicant stated that the board will conduct meetings in compliance with Open Meetings laws, information about how the board will comply with Open Meetings and Open Records requirements was not provided. Similarly, the applicant stated that the board will evaluate its performance, but did not provide

information about how and how the results will be used. While the applicant has addressed board training, topics specifically related to the mission of the school are not included.

Lumen Board evaluates ED and Principal--why both? Are they co-equal?

Evaluation of school leadership by the Board is not well understood from this section of the proposal. There is no comprehensive plan for evaluation indicated or a protocol for addressing performance concerns.

Expertise in charter school specific compliance and legal matters is not fully demonstrated by the description of Board members in this section of the proposal.

J. School Leadership and Management

Fully describe and justify the intended leadership structure of your school and demonstrates a strong leadership and staffing plan that ensures high-quality implementation and sustainability of the school.

TOTAL AVERAGE POINTS

6.5/10

Reviewer Comments – School Leadership and Management

Strengths:

Founder exceptionally experienced in the area of teen parents, having worked in this field prior.

Balance of leadership duties between CFO, ED and Principal.

Personnel (especially founder) have extensive experience in this area--exemplifies the innovation of charters to be able to see a need and meet the need.

The applicant described the intended leadership structure of the school and demonstrated a strong leadership plan that will ensure high-quality implementation and sustainability of the school. The applicant identified the school’s administrative roles and described the knowledge and experience each person will bring to their assigned role.

The applicant also described a well-defined organizational structure with clear administrative roles and responsibilities. A table was provided with headings for areas of responsibility and administrative positions that clearly differentiated which positions are responsible for what specific tasks.

A chart of organizational responsibilities includes the roles of Education Director, Principal, DFO, and CFO (32). Selection of the school leadership team appears appropriate to ensure sufficient expertise in finance and operations.

Weaknesses:

Although the response met the criteria in some respects, other information was missing or needed additional detail. For example, the applicant did not provide a staffing plan, or discuss how the school will use the autonomy and flexibility granted to charter schools to innovate. Additionally, the applicant stated that the administrative team will include a Director of Early Learning (p. 27), but this position is not included the budget and it is not clear how this position will fit into the overall administrative structure of the school.

Although the applicant stated that the board will evaluate and provide feedback to the executive director and principal annually using 5D+ framework and 360 evaluation tool, neither a comprehensive process nor the protocol for addressing performance concerns were provided.

Additional/Overall Comments

Reviewer Comments

One concern is that details about the early learning center are not provided. Although the applicant stated that the early learning center will be provided through a contract with Parkview ELC, it is not clear if the contract exists and if it's been executed. Details about how the early learned center will be integrated into the curriculum and daily life of the school are not provided.

The applicant has a well-thought out, research-based educational model to meet the academic and social-emotional needs of a unique target student population. A deliberate and detailed educational plan for instruction, curriculum, assessment, and professional development has been presented, which will likely lead to student success.

The applicant identified a plan to provide meals at the school that includes participation in the National School Lunch Program, and noted that they are working to get community eligibility provision (CEP) certification to be able to offer meals free of charge to all students.

Although the school intends to participate in the National School Lunch Program and plans to provide free meals to all students, the applicant did not discuss how the school will address the nutrition needs of the school's student population.

The applicant provided a reasonable transportation plan that includes providing bus passes for all students, and clearly addressed transportation for students with special needs. Additionally, it is not evident that the school is aware of the key risk factors they face and have soundly developed strategies to navigate and mitigate them. Although the applicant identified Covid-19 as a challenge, a plan to address this challenge is not provided. Other challenges related to opening a school and successful school operations were not addressed.

A couple of other areas require additional information. For example, it is not clear if the mentorships are a deliberate program where mentors are assigned with specific objectives or incidental where teachers will act as mentors as needed. Additionally, there's a reference to the "Seneca" version of Response to Intervention (p. 16). What is Seneca and how does it relate to the proposed school? Finally, how will the early learning center be integrated into the life of the school and parenting skills be taught?

Applicant identifies the operational challenge of COVID-19 and broadly describes appropriate steps to prepare for an opening in light of the crisis. The high degree of uncertainty created by this crisis cannot be fully addressed in a proposal of this nature, but the applicant appears to be taking appropriate steps to develop necessary contingency plans (32).

Educational philosophy, curriculum, and teaching practices indicate that the school could have the potential to provide a valuable educational experience for a specific sub-population in need of additional services due to teenage parenting responsibilities.

Applicant affirms it will participate in the National School Lunch Program and is exploring CEP certification to guarantee free meals to all students (27).

Transportation needs appear to be adequately addressed as the school will provide bus passes to all and it is located across the street from a bus plaza with connecting routes throughout the area. Students with more specific transportation needs will also be offered appropriate services such that transportation should not become a barrier to access (27).

APPLICATION TOTAL AVERAGE POINTS		
Rubric Section	(AVERAGE) Points Awarded	Points Possible
A. Grant Project Goals	9	12
B. Educational Philosophy, Instructional Practices, and Curriculum	13.25	16
C. Teaching and Learning	5	6
D. Student Academic Achievement Standards	7.5	9
E. Student Demand and Community/Local Support	9.5	12
F. Effectively Serving All Students	8	12
G. Staffing and Professional Development Plan	3	4
H. Financial Management and Monitoring Plan	4.25	7
I. Board Capacity and Governance Structure	7	12
J. School Leadership and Management	6.5	10
STANDARD POINTS		100
Priority Points: 3 Additional Points may be awarded for schools that focus on the development of the whole student (college and career academic readiness and social-emotional development). 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).	2.25	3
Priority Points: 3 Additional Points may be awarded for schools with an explicit focus on diversity, equity, and inclusion. 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 through school culture and climate.	2.25	3
Priority Points: 3 Additional Points may be awarded for schools that recruit from rural or unincorporated regions. Applicant must demonstrate that it 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.	0	3
TOTAL POSSIBLE POINTS		109