



# PINNACLES PREP

**Charter Schools Program for Innovation and Excellence Application Narrative  
August 24, 2020**

## **Executive Summary**

Pinnacles Prep Charter School (PPCS) will serve students in Grades 6-12, and the anticipated student population is demographically representative of our target region of South Wenatchee, including roughly 80% Latinx and low-income families. We will serve students in Grades 6 and 7 in our first year and grow to full enrollment by Year 6. Our model cultivates curious, confident, and self-directed students that lead and succeed in college, career, and their communities. Our program ensures that all students are held to high expectations and given the support needed to meet those expectations. Our educational program is anchored in the following terms:

- 1. Integrated Diversity, Equity, and Inclusion Practices (DEI)**
  
- 2. Social-Emotional Learning Supports (SEL)**
  
- 3. Place-Based Education (PBE)**

We seek to use Charter School Program Implementation Grant funds to support curriculum, enrollment, and furnishing. Specifically, funds will:

1. Engage and inform our community about our vision to ensure full enrollment;
  
2. Help develop and implement place-based curriculum and professional development that is responsive to our students' lives and experiences;
  
3. Fully equip and furnish our facility to match our pedagogy and vision of education.

## A. Grant Project Goals

Community surveys have conveyed a clear desire for equitable educational outcomes for students in the Wenatchee Valley. The anticipated student population is demographically representative of our target region of South Wenatchee due to our plans to conduct targeted recruitment in this area. The anticipated student population of PPCS is below:

Student Population	%FRL	%SWD	%ELL	%Migrant	%Latinx
Wenatchee Schools ( <i>OSPI Report Card 2018-19</i> )	56	13	23	15	51
PPCS Projected	60	13	20	15	60

Currently, Latinx, low-income, and students with disabilities are not provided opportunities to thrive, as evidenced by the following local proficiency data from the 2018-2019 school year from Washington Comprehensive Assessment Portal.<sup>1</sup>

Student Population	Grade 5		Grade 8		Grade 10	
	ELA	Math	ELA	Math	ELA	Math
Wenatchee SD Latinx	40	24	41	23	41	16
Wenatchee SD White	72	55	76	55	82	46
Wenatchee Students with Disabilities	17	12	5	0	14	7

A strong start will make it possible to provide an education that will equip our graduates to become leaders in driving our valley’s future forward. The Charter School Program Implementation Grant will help PPCS fully enroll a diverse student body, produce a place-based instructional program, and fully equip our facility. Funds would be used to meet these goals:

Goal 1: Meet annual enrollment goals through the execution of a strategic and comprehensive outreach plan which informs our community about PPCS.	
<i>Justification: In order enroll our target population in South Wenatchee, its critical to have a staff with a strategic plan designed to target the systemically marginalized populations that are hard to reach through traditional methods.</i>	
<b>Target A:</b> Design and distribute recruitment materials that showcase PPCS educational	<b>Target B:</b> Secure full student enrollment through targeted family and community engagement

program in Spanish and English to the school community by October 1st of each year.	strategies and increase student enrollment from 100 students (Year 1) to 420 students (Year 6).
Goal 2: Develop instructional materials that are place-based to our local context and representative of our broader community.	
<i>Justification: In order fully engage our target population and utilize the autonomies and flexibilities that charters grant, we create authentic, relevant curriculum that reflect the values of our community through place-based education.</i>	
<b>Target A:</b> The Principal and Family and Community Engagement Coordinator, with support from the Place Network and community partners, will co-create place-based, interdisciplinary quarter-long projects for grades six and seven by June 2021.	<b>Target B:</b> The Principal and Core teachers with the help of the Place Network and community partners will co-create place-based interdisciplinary quarter-long projects for grades eight and nine by June 2022, and 2023, respectively.
Goal 3: Fully furnish and equip PPCS facility for the educational program in order to accommodate all grades at capacity.	
<i>Justification: In order to reimagine the school experience and prepare our students for place-based curriculum we fully furnish and equip our building with the tools, technology and furniture tailored specifically toward collaboration, community partnerships and individualized instruction.</i>	
<b>Target A:</b> Furnish and equip the middle school to accommodate grades 6-9 with all supplies, materials, memberships, insurance coverage, equipment and technology in years 1-3.	<b>Target B:</b> Furnish and equip the high-school facility to accommodate grades 9-12 beginning August 2024.

**B. Educational Philosophy, Key Design Elements, and School Culture**

**B1-B2: Key Design Elements and Autonomies and Flexibilities**

**Design Element 1: Integrated Diversity, Equity, and Inclusion Practices**

To ensure all students thrive regardless of background, culturally responsive practices related to DEI must be at the heart of all we do. We define our beliefs regarding diversity, equity, and inclusion to ensure our practices are grounded in a clear purpose: Diversity matters because our students must collaborate across lines of language, culture, race, income, ability status, and citizenship status in order to lead the Wenatchee Valley into the future. Diversity catalyzes innovation. Equity matters because we know existing systems have not been designed to produce equitable outcomes, particularly along lines of language, race, and ability, and must be reimaged. Inclusion matters because the extent to which students feel safe and have a growth mindset in school is a leading predictor of academic achievement and success in life.<sup>ii</sup>

<b>Design Element 1: DEI Practices and Explanation</b>	
<b>DEI Study Team</b>	This is a formal working committee designated to provide leadership and accountability around implementing educational opportunities, policies, and programs that further racial equity in the school with a particular focus on reducing and eventually eliminating disproportionality in discipline. <sup>iii</sup> The DEI Study Team is comprised of student and parent advisory council members and is led by the principal. This team convenes quarterly to assess our progress toward the Key Performance Indicators (KPIs) outlined in our playbook. This team also creates action plans for KPIs that are not progressing.
<b>DEI Playbook</b>	The PPCS community co-creates what DEI looks like in action and is modeled after Hopkins Public Schools' (HPS) Equity Framework <sup>iv</sup> because of its comprehensive focus on leadership, teaching and learning, family and community engagement, and community collaboration, which aligns to our belief that the entire school community is responsible for equity work. The DEI Study Team, delineates our commitments to maintaining a culture of DEI in our work, and includes KPIs such as staff diversity ratio and discipline data proportional to student demographics, and our approach to staff development such as participation in cultural humility trainings and book studies.
B2. DEI Autonomies and Flexibilities: WA charter schools can choose 15% of how they are evaluated by the state. In order to disrupt white supremacy culture and dismantle traditional structures that create opportunity gaps for students of color, DEI is a core piece of PP's evaluation framework.	

**Design Element 2: Social-Emotional Learning Supports**

Social-emotional learning is the acquisition of mindsets, skills, attitudes, and feelings that help students succeed in school, career, and life.<sup>v</sup> PPCS seeks to prepare students for the rigors of college, career, and community leadership, which, according to the The Organisation for Economic Co-operation and Development's *Future of Education and Skills: Education 2030* report, requires both academic and social-emotional skills.<sup>vi</sup> Latinx students have been identified as a group particularly at-risk of facing social-emotional and academic challenges.<sup>vii</sup> Researchers have argued that this risk can be ameliorated through the development of SEL skills that explicitly help students to cope with the many socio-cultural challenges that they face in U.S. schools and society.<sup>viii</sup>

<b>Design Element 2: SEL Practices and Explanation</b>	
<b>Mentorship Program</b>	Each student will be paired with a staff mentor that will support them through their school experience. Students meet with mentors daily to create and monitor academic and SEL goals. Mentors connect with families weekly through students' Individualized Learning Plans and serve as the main point of contact for parent engagement. Mentors follow students through their time at PPCS and pair with students at an approximate 1:10 mentor-student ratio. Mentorship increases outcomes for underserved populations, as exemplified at Summit Public School: Denali, a Grades 6-12 school with 30% of students that identify as Latinx and 13.2% of students that have disabilities. Of their student body, 80% met or exceeded state standards in ELA on the California Assessment of Student Performance and Progress, and 68% met or exceeded state standards on math. This is compared to state performance results of 50% and 39% on ELA and math, respectively. <sup>ix</sup>
<b>Compass Model</b>	Students will engage in social-emotional learning (SEL) and develop and monitor their own competencies in a program framework called the Compass Model used by Valor Collegiate Academies. Valor Compass has gap-closing results in their Valor Flagship Academy, a charter middle school that created the Compass Model, has achieved with its students: Hispanic, Black, Native American, and low-income students and English Learners all demonstrated "high absolute achievement" of grade level standards on the 2018-2019 ELA and math on the TNReady statewide assessment. Valor student demographics mimic our target demographics. <sup>x</sup> PPCS leadership piloted part of the Compass model at a local middle school which received high praise by staff and authentic engagement by students.
<b>Student Study Team</b>	PPCS faculty and staff utilize a Student Study Team that meets weekly and is a coordinated effort to prioritize schoolwide SEL implementation and advocate for students needing higher levels of support, such as targeted interventions or community-based wrap-around services.
B2. SEL Autonomies and Flexibilities: PP devotes weekly instructional time, to support the whole child and whole community in order to cultivate a safe school culture. SEL competencies are woven into PP's performance framework and the school is evaluated in part on this SEL culture.	

**Design Element 3: Place-Based Education (PBE)**

PBE is an approach to learning that takes advantage of geography to create authentic, meaningful, and engaging personalized learning for students that has been shown to be particularly effective for Latinx populations and communities like Wenatchee. The ability to develop a place-based curriculum and instruction model would not be possible in a traditional public school because of district-wide curriculum requirements. PBE "places students in local heritage, cultures, landscapes, opportunities and experiences, and uses these as a foundation for the study of language arts, mathematics, social studies, science and other subjects across

the curriculum.”<sup>xi</sup> PBE will leverage the rich resources of the Wenatchee Valley to bolster social-emotional learning support and diversity, equity, and inclusion.

PPCS will root PBE for our anticipated student population in proven models that incorporate place-based learning such as High Tech High Chula Vista, a school with a similar anticipated student population: 75% of students are Hispanic/Latino, 10% are English-language learners, and 53% qualify for free and reduced-priced lunch. On the 2018-2019 California State assessment, 63% of students met or exceeded grade level proficiency, and 100% of the 2018-2019 graduating class enrolled in four-year college courses.<sup>xii</sup> PBE has been shown to be effective for one the country’s biggest and most socio-economically vulnerable Latino populations in rural California; exposure to place-based learning and oral histories showed students made significant gains in “historical thinking skills, biliteracy abilities, and positive bicultural identity.”<sup>xiii</sup>

The PPCS PBE model is rooted in the Teton Science Schools’ (TSS) model for PBE. TSS is a 50-year-old nonprofit organization deeply connected to schools in small and rural cities with PBE as a core mission. The TSS approach is community-connected, partnership focused, inquiry- and design-based, student-centered and interdisciplinary, and aligned to our mission and values.

<i>Design Element 3: PBE Practices and Explanation</i>	
<b>PBE Block and Projects</b>	Students participate in a daily PBE block, where they engage in interdisciplinary study of a local community issue or phenomena. Applying core content skills and knowledge, they complete one project per each quarter-long unit of study. These place-based projects leverage community resources in order to solve problems or take action in our community.
<b>PBE Competencies</b>	Grade level academic standards and SEL competencies are embedded into the PBE block and students’ Individualized Learning Plans to ensure alignment to our academic framework.

<b>Exhibition Nights</b>	Students participate in exhibition nights which showcase student’s place-based projects and are open to the community to showcase the fact that PPCS students are leaders and drivers of change in the Wenatchee Valley.
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*B2. PBE Autonomies and Flexibilities: We expand the definition of student success by deeply rooting our curriculum with our place. One day per week students engage in PBE for 80% of the day. Passion projects allow students to create their own curriculum for one full quarter of PBE.*

**B3: School Culture**

PPCS creates structures that reinforce and support our design elements. We believe that students and staff who have clarity around how our values connect to our school model will be able to uphold the structures and routines built into the day that promote a positive, culturally inclusive, and rigorous academic environment. The following table outlines the systems and routines built into the school year, starting from the first day of school, that facilitate this implementation.

<b>Summer Institute</b>	A four-week on-boarding to build our staff community exploring core values and professional learning around our student population, and design elements.
<b>Looping</b>	Teachers advance grade-level instruction with the same students until Grade 8 in order to foster and strengthen relationships, relieve time needed to teach new routines to new students, and foster stronger vertical alignment of standards and competencies.
<b>Student Orientation Program</b>	The three days prior to the start of the academic year, students participate in an orientation. Students learn about our community and school values, classroom routines, schoolwide expectations, and begin to develop relationships.
<b>Weekly Community Meetings</b>	Monday starts with an all-school community meeting to connect with teachers, share announcements, set the tone for the week, and shout outs on our EPIC core values of Equity, Perseverance, Inquiry and Collaboration.
<b>Individualized Learning Plans (ILP)</b>	ILPs are the roadmap for students as they record and track achievement of goals and competencies and to clarify progress toward promotion.
<b>Mentors</b>	See Mentorship Program in <b>Section B1-2: Design Element 2: SEL.</b>
<b>PBIS</b>	Positive Behavioral Interventions and Supports: Students receive daily verbal or written feedback on their progress toward meeting schoolwide expectations.
<b>PEAK (Personalized Elevation of Academic Knowledge)</b>	Recognizing that students may be coming in behind, ahead, or at grade level, intervention and extension time are targeted specifically to each student’s current needs. Special education and ELL intervention specialists use small group teaching strategies to address students with similar needs. Students who are many grade levels behind can utilize computer-adaptive software designed to help them accelerate toward grade-level understanding during this time.



## C. Curriculum, Instructional Strategies, and Technology

### C1. Curriculum Materials

The table below identifies the curriculum for each content area, aligned standards, instructional methods, research and rationale, and whether it meets or exceeds state requirements.

Subject	Curriculum	Standards	Mode of Instruction/Delivery
<p><b>Humanities 6-12</b></p> <p><b>Meets State Requirements</b></p>	<p>EngageNY Expeditionary Learning (EL) in Grades 6-8 through Learn Zillow EngageNY in Grades 9-12</p>	<p>Washington State K-12 Learning Standards for ELA</p>	<p>Blended: Large group, small group, individual, digital licenses</p>
<p><b>Rationale:</b> We chose these curricula because it is an online educational resource that utilizes EngageNY Expeditionary Learning (EL) curriculum in middle school which aligns well with our Compass SEL Curriculum, our core values, and our place-based education blocks. EL is centered on project-based learning and cultivating social-emotional competencies. Over 1,500 schools use the EL model and at these schools, 46% of Latinx students achieved grade-level ELA proficiency as compared to 25% of their district peers. Low-income EL students achieved 33% proficiency as compared to district peers who achieved 27%. SWD achieved 20% proficiency as opposed to district peers who achieved 11%.<sup>xiv</sup> These demographics are like those of PPCS’s anticipated student population. EL ELA Curriculum has an accompanying guide, <i>Curriculum Tools Supporting English-Language Learners</i>, which details the various supports for ELL students that are built into the curriculum.</p> <p>The texts for the EngageNY ELA modules are selected based on a balance of gender and a diversity of voices representing a spectrum of cultures, perspectives, orientations, races, ages, time periods, and geographies, which is important to our core values.<sup>xv</sup> EdReports<sup>xvi</sup> research shows that this curriculum “Meets Expectations in Text Quality, Building Knowledge, and Usability.”</p>			
<p><b>Math 6-8</b></p> <p><b>Meets State Requirements</b></p>	<p>Ready Math</p>	<p>WA State K-12 Learning Standards for Math</p>	<p>Blended: Large group, small group, individual, digital computer adaptive technology</p>
<p><b>Rationale:</b> We chose Ready Math because it builds on students’ prior knowledge with lessons that make connections within and across grade levels and directly addresses the major focus of the grade. It also incorporates a classroom mathematics routine that promotes conversations and increases accessibility of the mathematics for all students, which is important for our student population. Additionally, Ready Math is used in Grades K-5 in Wenatchee School District, so there is vertical alignment for students coming to us from that system. Ready Math aligns to i-Ready, the nationally normed assessment we use to measure student growth. EdReports research show this curriculum “Meets Expectations in Focus and Coherence, Rigor and Mathematical Practices, and Usability.”<sup>xvii</sup></p>			

<b>Math 9-12</b>	College Prep Mathematics (CPM)	WA State K-12 Learning Standards for Math	Blended: Large group, small group, individual
<b>*Exceeds State Requirements</b>	<b>Rationale:</b> We chose CPM because the instructional materials, when used as designed, allow students to spend the majority of their time on the content from Common Core Standards most applicable as prerequisites for a range of college majors, post-secondary programs, and careers. *Additionally, PPCS students need to complete four credits in Math, and CPM has three integrated courses, and higher-level courses including Pre-Calculus, Calculus, Statistics, and Computer Science. CPM aligns vertically to Ready Math, as both curricula are aligned tightly to the Common Core Math Standard sequence. CPM is aligned to WA State Math Standards and EdReports research shows this curriculum “Meets Expectations in Focus and Coherence and Rigor and Mathematical Practices.”		
<b>Science 6-8</b>	OpenSciEd (OSE)	WA State K-12 Learning Standards for Science	Blended: Large group, small group, individual
<b>Meets State Requirements</b>	<b>Rationale:</b> OpenSciEd units have received the highest score possible on the EQuIP Rubric (Educators Evaluating the Quality of Instructional Products) for Science which provides criteria by which to measure how well lessons and units are designed for the Next Generation Science Standards. This open educational resource aligns to the PPCS approach to science instruction, which means its fully phenomena-based and designed to increase discourse and facilitates authentic student inquiry and the student experience in the lessons, which is culturally responsive for our projected student population.		
<b>Science 9-12</b>	North Central Education Service District’s (NCESD) High School Online Educational Resource (HSOER) Integrated Science	Washington State K-12 Learning Standards for Science	Blended: Large group, small group, individual
<b>*Exceeds State Requirements</b>	<b>Rationale:</b> This curriculum aligns vertically to OpenSciEd, as both are NGSS aligned and use a place-based education approach. NCESD conducted a study in 2018 on participant and non-participant Grade 9 students which showed students using the Integrated Physics and Chemistry unit (IPC) showed increased proficiency toward Washington Comprehensive Assessment of Science items than their peers who were not exposed to the HSOER units. *Additionally, PPCS students need to complete four credits in Science. We chose this curriculum because it was developed and is being used regionally and will allow us to have a regional professional learning community with other teachers utilizing these units. Additionally, it is culturally responsive as it is designed for the local student population and its place-based units are connected to the local landscape.		
<b>Place-Based Education Blocks 6-12</b>	Teton Science Schools’ Place Network (TSSPN)	-WA State K-12 Learning Standards -Teton Science Schools’ Place Network Competencies -English-Language Proficiency Standards	Interdisciplinary groups- Large group, small group, individual
<b>Exceeds State Requirements</b>	<b>Rationale:</b> Teton Science Schools has 50 years of experience creating place-based curriculum with teachers and students. Fourteen schools have now joined the Teton		

	<p>Science Schools’ Place Network and are utilizing their place-based education framework. This allows us to join a network of schools around the country for a nationwide professional learning community. Every Place Network school is performing at or above the district mean in math proficiency and 6/7 Place Network schools are performing at or above the district mean in ELA proficiency. Of the four Place Network Schools where data is available, all are performing at or above the district and State mean in science proficiency.</p> <p>TSSPN will work with PPCS staff to help refine place-based units to align to our community needs, state standards, and SEL competencies.</p>		
<b>STEM Elective</b>  <b>Exceeds State Requirements</b>	Project Lead the Way (PLTW)	WA State K-12 Learning Standards for science and Computer Science	Blended: Large group, small group, individual
	<p><b>Rationale:</b> All PLTW pathways align to Common Core State Standards for Mathematics and English Language Arts and Next Generation Science Standards. Additionally, the computer science pathway aligns to Computer Science Teachers Association Standards; the engineering pathway aligns to International Technology and Engineering Educators Association Standards for Technological Literacy; and the biomedical science pathway aligns to National Health Standards. We chose this curriculum because participants in three years of Project Lead The Way are more likely to choose a college major in a science, technology, engineering or math field and to continue their education into the second year of college.<sup>xviii</sup> This is important to our mission of cultivating curious, confident, and self-directed students who lead and succeed in college, their careers, and their communities; Wenatchee has many STEM job opportunities.</p>		

**C2. Technology Use**

Many students in our community do not have access to computers at home. Therefore, every PPCS student will be equipped with their own computer (1:1 ratio). Each teacher will have their own laptop, and each classroom will be equipped with a projector and speakers to provide whole-group instruction. We will utilize computer adaptive software for ELA (Lexia) and math (Dreambox) so that students may individualize their instruction during in-school or at-home time in order to reach the goals outlined in their Individualized Learning Plans, which live in an online Learning Management System. Computers are also used to administer all state Smarter Balanced assessments annually, as well as i-Ready, MAP, Smarter Balanced Interim

assessments three times per year. The MAP and i-Ready data provide additional benchmark data to help progress monitor student’s goals outlined in their individualized learning plans.

**D. Assessment and Data**

**Assessment**

PPCS has a data-driven culture to ensure that we are meeting each student’s needs and provide targeted interventions and support. We track student progress towards our academic performance goals, including mission-specific goals, by monitoring student progress towards mastering grade-level standards on diagnostic, formative, and summative assessments. PPCS relies primarily on i-Ready and teacher-created formative assessments for priority standards, as outlined below. These assessments are critical to our educational program because they demonstrate effectiveness of instruction in our Foundational and PBE courses and inform interventions and enrichments for PEAK time, so that student growth can continue to accelerate. i-Ready assessments are aligned to Common Core Standards for Math and ELA, which are aligned to Washington State standards. PPCS aims to support overall student growth of more than one year on these assessments in order to close the opportunity gap.

Subject/Standard and Baseline Assessment	Formative <i>(Throughout academic year)</i>	Summative <i>(End of academic year)</i>
<p><b>Humanities</b> (Reading, Writing, Social Studies) WA K-12 ELA and Social Studies Learning Standards (WSLS)</p> <ul style="list-style-type: none"> <li>● i-Ready</li> </ul>	<ul style="list-style-type: none"> <li>● i-Ready ELA</li> <li>● Student work</li> <li>● Lexia</li> <li>● Exit tickets</li> <li>● Quizzes</li> <li>● Smarter Balanced Interim Assessment Blocks (IABs)</li> </ul>	<ul style="list-style-type: none"> <li>● SBAC: By the end Grade 8, at least 70% of students will meet or exceed proficiency</li> <li>● SBAC: By Grade 10, 70% of students will be proficient on ELA SBAC</li> <li>● i-Ready: At least 90% of students will meet their i-Ready Goal</li> </ul>

<p><b>Math WSLS</b></p> <ul style="list-style-type: none"> <li>● i-Ready</li> </ul>	<ul style="list-style-type: none"> <li>● i-Ready Math</li> <li>● Student work</li> <li>● Exit tickets</li> <li>● Quizzes</li> <li>● IABs</li> </ul>	<ul style="list-style-type: none"> <li>● SBAC: By the end Grade 8, at least 60% of all students will meet or exceed proficiency</li> <li>● SBAC: By Grade 10, at least 60% of students proficient on Math SBAC</li> <li>● i-Ready: At least 90% of students will meet their i-Ready Goal</li> </ul>
<p><b>Science WSLS</b></p> <ul style="list-style-type: none"> <li>● NWEA MAP Growth Science</li> <li>● Grade 8 WCAS</li> <li>● Unit pre-assessments</li> </ul>	<ul style="list-style-type: none"> <li>● NWEA MAP Growth Science</li> <li>● Student work</li> <li>● Exit tickets</li> <li>● Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>● Washington Comprehensive Assessment of Science (WCAS): By end of Grade 8, on average, 70% of all students will meet or exceed proficiency on WCAS</li> <li>● 75% of students will meet their NWEA MAP growth goal in science</li> <li>● WCAS: By Grade 11, at least 70% of students proficient on WCAS</li> </ul>
<p><b>Place-Based Education TSSPN Competencies</b></p> <ul style="list-style-type: none"> <li>● Unit pre-assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Project Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>● Project Rubrics: By end of Grade 8, 95% of students will have designed, implemented and presented their own culminating passion project to the community, demonstrating mastery on identified standards and competencies</li> <li>● Project Rubrics: By Grade 12, 100% of students will have designed, implemented and presented their own culminating Final Summit passion project to the community, demonstrating mastery on identified standards and competencies</li> </ul>

**Data to Support Individual Learners**

Weekly content area team data meetings are the primary method by which faculty engage in data analysis. We use and establish meeting structures in order to have strong evidence-based action planning around student data, including looking at disaggregated cohort data of students meeting proficiency toward standards, Valor Compass competencies, and Place Network competencies. Teachers are expected to bring student work in order to examine level of work against an exemplar and make necessary curricular or instructional adjustments. Grade-level common formative assessments (exit tickets, student work, etc.) are used to understand proficiency toward a priority standard or TSSPN competency. At times, weekly data meetings examine i-Ready or Smarter Balanced Interim Assessment Block data. Special education and ELL specialists join these meetings, which are used to assign students to the

proper intervention or extension groups during PEAK as well as examine the efficacy of the current intervention. PEAK time is targeted instruction to meet students individual needs. **See B3. for an explanation of PEAK.** Additionally, we use a Multi-Tiered System of Supports (MTSS) during PEAK as well as all other school time, which is outlined in the MTSS table in **section E1.**

## **E. Effectively Serving All Students**

### **E1. Supporting English Language Learners, Economically Disadvantaged**

Our anticipated student population who are economically disadvantaged is 60% and ELL is 20%. We will actively recruit students who may not have found academic success in traditional school environments. Our target region of South Wenatchee has a prevalence of low-income (72% in one area elementary school) students, and our estimates for ELLs are based on enrollment in middle and high schools in the area.

#### ***Supporting English Language Learners***

Eligible students will complete a Home Language Survey<sup>xix</sup> to determine their eligibility for transitional bilingual instructional program (TBIP) services. If students are identified by the survey to be considered for the English-Language Development program, the English Language Proficiency Assessment (ELPA21) placement test will be given to those students within 10 days of the start of the school year.

We support ELL students in our general-education, English-speaking classrooms and with an ELL Specialist that will provide supplemental English-language support inside the general-education classroom as well as during PEAK. PPCS faculty make grade-level content meaningfully accessible by using specific strategies to foster English-language development. Our foundational teachers collaborate with the ELL Specialist to facilitate language support in

all courses. The goals of English-language proficiency are integrated with grade-level academic achievement. Specific supports for ELL students are: staff professional development around meeting the needs of ELLs, small-group instruction for newcomers, scope and sequence documents aligned to WA ELP standards, daily language objectives from the English-Language Proficiency Standards, pull-out instruction from the ELL Specialist, and working with computer adaptive ELL software such as Lexia on reading, writing, speaking, and listening supports during PEAK.

PPCS hires teachers with high expectations and a growth mindset for students who are ELL. PPCS will hire an ELL specialist with appropriate ELL endorsements and certifications to monitor assessments and achievement, and to provide support to students and families as needed throughout the school year. The ELL specialist also provides targeted small group instruction to ELL students during PEAK. In addition to a standalone ELL specialist, all teachers will be trained in elements of Guided Language Acquisition and Design (GLAD) and the Sheltered Instruction Observation Protocol (SIOP) model so that the general ed classroom setting is universally designed to include strategies for these students to access grade-level content. We also seek to hire bilingual staff that are reflective of our student population.

### ***Supporting Economically Disadvantaged***

PPCS's culture creates a supportive environment that fosters student agency and makes learning relevant to students' lives. PPCS has safety nets for those most at risk for dropping out, which are found in section **B3.School Culture**. At the beginning of each school year, PPCS staff review all student registrations to identify students who fall into the at-risk category as defined by RCW 28A.710.010(2), including students with academic and/or economic disadvantages such

that additional supports and services are required for the scholar to be successful. These students will be specifically monitored as part of our Student Study Team (SST) process throughout the school year. Those students who are at risk due to not meeting academic proficiency will be supported through PEAK intervention time. Students who are at risk of dropping out or have higher-than-average disciplinary sanctions will work with their mentor, parents, and school counselor to ensure a plan is in place and monitored daily or weekly for success and growth.

PPCS provides a tiered service model so that all students get the support they need. We use the Comprehensive, Integrated, Three-Tiered (Ci3T) model to create this integrated system because we believe that the collective and focused energies of teachers, parents, and other school personnel are more effective than fragmented efforts and that academic, behavioral, and social support for students should be proactive and supplemental, not reactive and remedial.

Tier	Academic	Behavioral	Social-Emotional
<p><b>Tier 1: Primary Prevention</b></p> <ul style="list-style-type: none"> <li>● Universal: All students actively receive Tier 1</li> </ul>	<ul style="list-style-type: none"> <li>● Instruction linked to state standards</li> <li>● Benchmarking student progress to inform instruction</li> <li>● Culturally relevant instruction via the Ready for Rigor Framework</li> <li>● Daily goal setting and reflection in Advisory</li> </ul>	<ul style="list-style-type: none"> <li>● Positive behavioral interventions and supports framework</li> <li>● Shared, explicit expectations and consistent practices</li> <li>● Behavior expectations taught, modeled, reviewed, and reinforced.</li> </ul>	<ul style="list-style-type: none"> <li>● SEL program weekly through Advisory</li> <li>● SEL skills connected in academics</li> <li>● Positive Reinforcement</li> <li>● Weekly family communication</li> </ul>



<p><b>Tier 2: Secondary Prevention</b></p> <ul style="list-style-type: none"> <li>● Targeted: Students who do not respond to the primary prevention plan</li> <li>● Focused intervention to address academic, behavior, or social concerns</li> </ul>	<ul style="list-style-type: none"> <li>● 1:1 and small group instructional time with teachers during academic rotations</li> <li>● Instructional accommodations</li> <li>● PEAK time: targeted fluency or numeracy development with adaptive software</li> <li>● Progress monitoring for students and clearly defined exit criteria</li> </ul>	<ul style="list-style-type: none"> <li>● Differentiated action plan for behavior and review/reteach and analysis</li> <li>● Additional check-ins with mentor and family</li> <li>● Support and coaching for teachers around classroom management for specific students</li> </ul>	<ul style="list-style-type: none"> <li>● Small group instruction in targeted area</li> <li>● Additional check-ins with mentor and family</li> <li>● Meetings with school counselor or social worker</li> </ul>
<p><b>Tier 3: Tertiary Prevention</b></p> <ul style="list-style-type: none"> <li>● Intensive: Students who do not respond to the primary or secondary prevention</li> <li>● Intensive individualized interventions</li> </ul>	<ul style="list-style-type: none"> <li>● Individualized instruction via PEAK time from Specialists</li> <li>● ILPs call for specialized supports from learning specialists or other providers (speech and language, occupational therapy, etc.)</li> <li>● Modified curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● Functional behavior assessment-based interventions</li> <li>● 1:1 meetings with school counselor</li> <li>● Connection of family to wraparound service providers</li> </ul>	<ul style="list-style-type: none"> <li>● 1:1 meetings with school counselor</li> <li>● Connection of family to wraparound service providers</li> </ul>

**E2. Supporting Highly Capable and Students with Disabilities**

When students are admitted to PPCS, we will use the information in their enrollment paperwork regarding IEP identification as the first way to identify students who may need additional support. PPCS will implement IEPs received from other districts by providing comparable services until a new or transfer IEP is developed. We will administer appropriate assessments and collect data on present levels of performance to determine the ways in which students’ IEPs may need to be updated. For those students who do not have existing IEPs, we will use our universal screeners, diagnostics, MTSS process, and other data (teacher observations, attendance and discipline records, exit tickets, work samples, formative assessments, etc.) to identify students who are struggling academically, behaviorally, or

socially. Those students will be referred to the Student Study Team (SST) and the certificated special education specialist. The SST, will review all available data to determine the type of academic, behavioral, and social-emotional interventions that would be most appropriate. If initial interventions are not successful, the student's parents will be asked to attend the meeting and additional interventions and supports will be implemented.

Students who perform or show potential for performance at significantly advanced academic levels in intellectual aptitudes, specific academic abilities, and creative productivities will be eligible for highly capable services. PPCS faculty will receive professional learning via OSPI's HiCap Plus modules so they can make the most effective referrals, support students who are identified, and evaluate highly capable students for progress.

### **E3. Supporting Nutritional Needs**

PPCS is committed to ensuring all our students have access to healthy and affordable meals. We will sustain the food program by applying to be a National School Lunch Provider through the State of Washington. This will provide Federal and State funding for the food program in addition to local sales to students who do not qualify for free or reduced priced meals. We are exploring several options to provide healthy and fresh meals while complying with all state and federal nutritional guidelines. These include: Contracting with: Sodexo, a food service provider that currently serves the local Eastmont School District; Wenatchee School District's scratch kitchen facility; and Wenatchee Valley Technical Center's Culinary Arts Program. The Director of Operations will collect all necessary documentation from families who are eligible for free or reduced-price meals, and track meals via a point-of-sale system, like MealTime.

#### **E4. Supporting Transportation Needs**

We provide local public transportation bus passes (Link Transit) all students. Link currently has a bus stop located at our campus and Link has stops near all of the local middle and high schools so students can use bus passes to attend athletic and other extracurricular activities that they might be involved with at the traditional public schools. Additionally, Link has numerous stops around the region that will support our PBE field excursion transportation needs. If a Link bus route does not adequately serve a student's needs, we will contract with a private transportation company, such as Wenatchee Valley Shuttle or A&A Motorcoach. Link and/or other transportation contractors will be responsible for transportation to and from school, off-campus field trips, extracurricular activities that students participate in at traditional public schools, and school-sponsored events. PPCS will also provide transportation dictated by any student's Individualized Education Plan (IEP) and will abide by all state and federal regulations, including the McKinney-Vento Homeless Assistance Act, to provide students with transportation.

#### **F. Staffing and Professional Development Plan**

##### **F1. Staffing and Recruitment**

PPCS seeks diverse, mission-aligned candidates who hold Washington State 6-12 teacher certifications, and who have evidence of closing opportunity gaps. Our process relies on the autonomies and flexibilities granted to WA charters, through assessment of a candidate's key competencies through an interview, a practice lesson, and collaboration exercises.

Competencies are the basis for a hiring rubric that is used to assess each candidate. We have designed a recruitment plan that places a priority on hiring staff who are bilingual, can show

evidence of closing the opportunity gap, have a positive track record of working with Latinx and low-income students and families, and have the skills to execute our design elements centered on DEI, SEL, and PBE.

## **F2. Professional Development**

PPCS considers high-quality, research-based professional development (PD) to be foundational to driving innovations in our classrooms. PD drives not only student learning, but also supports recruitment and retention of high-performing teachers.<sup>xx</sup> Therefore, every faculty member at PPCS creates a Professional Growth Plan (PGP) with the school principal at the beginning of the school calendar. The PGP has three SMARTER (Specific, Measurable, Actionable, Relevant, Time-bound, and Equitable) goals. These include schoolwide goals related to DEI, SEL, and PBE; professional goals related to the TSSPN model; and a continuous improvement goal related to student performance.

Zaretta Hammonds, author of *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*, defines culturally responsive teaching as, “a multifaceted approach where the various parts come together to create a synergy that allows students to accelerate their own learning.”<sup>xxi</sup> In order to create instructional practices that drive innovation, we create PD experiences for the PGP that mimic the same culturally responsive practices from Hammond’s work with students. This includes using authentic student data—academic, social, or behavioral—as the context for the PD, which is empowering for teachers and creates commitment because of the direct relevance to what they are seeing in their classrooms. PPCS staff use the See It-Name It-Do It approach

from *Leverage Leadership 2.0*<sup>xxii</sup> as the main tool for continuous improvement. The following core components drive PD and growth on the PGP:

<b>Summer Staff Institute</b>	Four weeks of professional development prior to the opening of the school (and three weeks in subsequent years) which orients faculty to the culture and systems that make PPCS a high-performing school.
<b>Weekly Observation-Coaching Cycle</b>	Faculty classrooms and instruction are observed and coached weekly using the Uncommon Schools “Get Better Faster tool.” This tool provides feedback on professional goals related to the Marzano Teacher Evaluation Framework.
<b>Staff Professional Learning Days</b>	Each quarter we dedicate a full day to professional learning using the schoolwide data collected from i-Ready, formative and summative assessments, as well as any behavior, DEI, or SEL survey data from the previous nine weeks. We then use that learning to adjustment instruction or systems.
<b>Weekly Staff Data Meetings</b>	Each week, content and grade level teams have a chance to answer the four Data Meeting questions: What will students learn? How will we know they learned? What will we do if they don’t? What will we do if they already know it?
<b>Monday late-start</b>	The school principal, teacher-leader, or outside professional facilitates a 90-minute PD session, centered on schoolwide priorities of SEL, DEI, and PBE.

### **Evaluation**

PPCS faculty understand that effective teaching is a critical lever in closing the opportunity gap and prioritizes a culture of observation and reflection. We utilize the Marzano Teacher Evaluation Framework (MTEF)<sup>xxiii</sup> as a guide for teachers because it is evidence-based and has a focus on learning targets and scales. During our staff summer institute, all teachers are trained on the MTEF and set goals with the principal for their Professional Growth Plans (PGP).

In order to make important progress toward effective instruction, classroom management, and the MTEF, all teachers are coached weekly by the principal using the Uncommon Schools Get Better Faster (GBF) scope and sequence.<sup>xxiv</sup> The GBF tool pairs well with the MTEF in that it provides the principal with a sequence of concrete moves to find and articulate gaps. The teacher evaluation process is as follows:

<b>Weekly Observation/ Coaching Cycle</b>	The Principal conducts weekly 15-20-minute observations, collecting data based on the Get Better Faster tool. The Principal records observations to identify patterns, growth, improvement, and effectiveness. During 30-minute weekly coaching meetings, the principal provides observation feedback and works with the teacher to identify action steps for one or two areas of improvement, based on individual or schoolwide instructional focus using See It-Name It-Do It. The principal visits the teacher again to observe implementation of action steps and the cycle repeats.
<b>Additional Observations</b>	Informal classroom visits and data meetings are considered opportunities for integration of feedback and will serve as evidence of teacher growth.
<b>Data Analysis Meetings</b>	The principal will meet with each teacher at the end of the first two quarters to reflect on growth on MTEF and goals tied to student performance.
<b>Summative Evaluation Meeting</b>	At the end of quarter three, the principal and teacher meet to reflect on growth on MTEF and bringing together observation/feedback cycle and student data analysis. At this time, the teacher will be presented with their rubric score and contract renewal opportunities will be discussed.

**Retention**

We see high-performing teachers as critical to achieving the mission and vision of our school. We need excellent teaching in order to close the opportunity gap, bolster student agency, and create a robust staff culture persistently pursuing high-expectations and excellence. Furthermore, our mentorship and looping program elements rely on teachers remaining at the school to build relationships with students over multiple years. Our commitment to DEI practices includes a commitment to retaining staff of color, who are critical to the success of students of color. <sup>xxv xxvi</sup> The DEI Study Team will track data related to retention to staff of color and analyze for trends.

**G. Financial Management and Monitoring Plan**

**G1. Operational and Financial Capabilities**

PPCS has developed a deep and balanced financial team to help ensure initial and long-term financial viability. The Principal (CEO), the Board of Trustees, the consultant Chief Financial Officer services offered by Joule Growth Partners, and back office service support

offered by the local Educational Services District (ESD) have diverse and comprehensive experience in financial management, fundraising, and overseeing internal controls with non-profit organizations. The CSP budget template, operating budget and budget narrative demonstrates financial sustainability and sound financial assumptions to ensure capacity to manage the implementation of all of the school's proposed activities. In addition to per pupil revenue generation once the school opens, PPCS has also secured funding for implementation and operational costs through private grants and foundations in the amount of \$330K for the planning year 20-21, \$568,500 for school year 21-22 and \$355K for school year 22-23 and \$240K for school year 23-24. To learn more about the clear and comprehensive financial management plan as well as to view actual revenue and expense projections see the CSP Budget Template and Budget Narrative.

## **G2. Facilities Plan**

PPCS has two phases of facilities development. Phase 1 will support grades six through nine until SY 2023-2024, and a facility has already been identified and leased for this phase. Phase 2 will require the buildout of new facility space in SY 2023-2024 to serve grades nine through 12. PPCS has signed a lease agreement with the City of Wenatchee, with options of up to 30 years in lease duration, for the current Wenatchee Community Center, starting on January 1, 2021. We will spend seven months lightly remodeling the current four structures on the campus and building a small additional structure approximately 3,000 square feet in size. The facility sits in the heart of the neighborhood that PPCS has been designed to serve, and as a municipal venue that has been supported by federal Community Development Block Grant dollars for nearly 15 years, it has been maintained at a high level to comply with applicable

federal, state, and local health, safety, and accessibility requirements. With approximately 18,000 total square feet available, this will allow PPCS to open its doors to 6th and 7th graders in August of 2021 and then add one grade at a time per year until to accommodate a full middle school of 6th thru 9th graders by the 2023/2024 school year. Phase two of the facility plan will be building a high school wing on the campus to open during the 2024/2025 school year and will allow the school to serve a full continuum of students grades 6-12 by year six when the campus is expected to reach capacity. Full details surrounding the plans for the Phase I middle school and Phase II high school plan can be found in the schools Facility Plan located in **Appendix H**, which includes the schematic site plans. These plans, in addition to the staffing budget projections clearly demonstrate the school's ability to serve the needs of all students, particularly those with special needs. Projected facility costs are also outlined in the multi-year budget template and come in at approximately 13% annually, well below 20% of the annual budget.

### **G3. Sufficient Resources for At-Risk Students**

PPCS's budget projections align closely with the school's programmatic and staffing plans and ensure that the school is financially prepared to successfully accomplish its strategies to serve educationally disadvantaged and at-risk students. See PPCS's Budget Narrative that demonstrates this investment.

### **H. Board Capacity and Governance Structure**

#### ***H1 and H2. Board Composition, Policies and Procedures***

The PPCS Board of Trustees provides deep and diverse community voice and significant academic, financial, operational, legal, and strategic expertise to PPCS faculty.



A Founding Board is governing PPCS during the authorization and planning years. In addition to the founding board during this start-up period, two ad-hoc committees composed of board members and community volunteers, Family and Community Engagement (FACE) and Facility Design, have also been formed to offer an additional layer of school start-up support. Once the school's doors are open, the governing body of 7 to 9 members will grow to a group of 11 to 15 trustees and transition from a founding board to a governing board.

The current, founding board brings an exceptional level of passion, commitment to the school's mission and vision, and an array of expertise that greatly broadens the school's capacity. **See Appendix A for Founding Board Member Resumes.** Leading the board are officers including: President, Secretary, and Treasurer. As part of their board commitment, in year one, each member serves on one of the following standing committees: Governance, Finance, Development, and Academic Excellence. In addition to governing the school, the board will also be responsible for hiring and annually assessing the school's Principal.

To support the board's role in defining desired outcomes and identifying collaborative teams and school leaders that can successfully steward millions of taxpayer dollars each year, the PPCS governance approach is informed by training and materials received from national charter school governance experts BoardOnTrack (BOT). Two of BOT's tools that were adopted during the authorization year to clearly outline the roles and responsibilities of board members are the *Trustee Job Description* as well as the *Individual Trustee Performance Expectations*. Every new board member receives and must sign the PPCS Conflict of Interest policy. As the founding board transitions to a governing board, a standing governance committee will be formed to handle all future board member nominations, solicitation, and selection. The

approach will be formalized to guarantee a consistent, fair, and equitable process. Each spring the governance committee will be charged with monitoring term limits and officer roles, identifying skill set gaps and vacancies on the board, and facilitating board performance evaluations. Once new board members are recruited and selected as needed, which requires a majority vote by all current members, the governance committee will also be in charge of conducting new member orientations and distribution of board member handbooks.

Board meetings are held monthly and operated in compliance with the Open Public Meetings Act. The Principal will attend all board meetings and will serve as ex-officio, non-voting board member.

As the board continues to grow, skillsets in the following areas are needed and will guide the recruitment of new board members: fundraising and legal expertise. Furthermore, PPCS is committed to having a governing board composed of at least 50% Latinx membership. Whereas the current founding board falls short of this 50% figure, addressing this gap will be a priority as the board transitions from a founding to governing board.

### **H3. Board Development**

The PPCS Board of Trustees is committed to continual self-assessment and professional development. To monitor board performance, the BoardOnTrack Board Goals Tracker tool will be implemented. This web-based framework will allow the Board and Principal to set governance and management goals that align with big picture goals associated with the school's charter. Living online, this transparent Goals Tracker tool can be accessed anytime by school leadership and any board trustees wanting to track progress towards goal fulfillment. This real-time dashboard, that not only shows stated goals but also key performance indicators,

has been developed with over 100 high performing charter schools from across the country. Addressing professional development during the planning year and first year of operation, PPCS has partnered with WA Charters and BOT to deliver a variety of professional development trainings. See the table below to view the planned training opportunities.

Timetable	Training Topic
Planning Year	Governing with Cultural Humility & Prioritizing DEI, Board Accountability: Governance vs. Management, Open Public Meetings Act/Public Records Act, Fundraising and Fiduciary Responsibility, Executive Director Accountability and Evaluation
Year One	Governance vs. Management 2.0 and Fundraising and Fiduciary Responsibility 2.0

**I. School Leadership and Management**

**1.1. Leadership and Administrative roles**

PPCS has created a collaborative leadership structure to ensure success across the three critical organizational areas of academics, operations, and finances. In order to manage charter school compliance, PPCS contracts with Joule Growth Partners who has experience in compliance specific to the charter sector. PPCS functions as an independent non-profit organization and is also the entity that will operate the school. The organizational structure consists of the following essential stakeholder groups:

<b>PPCS Board of Trustees</b>	This body governs the school and ensures the academic program and operations are faithful to the mission and values of the school and make sure PPCS is a viable and sustainable organization.
<b>PPCS Staff Leadership</b>	At scale, three keystone, director-level positions that will be in charge of managing the day-to-day operations of the school and guarantee academic excellence. These are the principal, director of operations and dean of students and culture.
<b>PPCS Advisory Councils</b>	Three advisory groups (Student Advisory Council, Parent Advisory Council, DEI Study Team), consisting of students, parents, community members, and faculty, will provide essential input to both staff and the board and help fulfill the school’s commitments to equity and inclusion, meaningful family engagement, and student-centered learning.

In Year 1, as chief academic officer, the principal will manage the director of operations and provide direct oversight of the instructional team consisting of core teachers, ELL and special education specialists, and community partners providing academic support. The principal will be managed and evaluated by the board of trustees and act as the chief liaison between the school's staff and the governing board body. The director of operations will oversee the family and community engagement (FACE) coordinator and the administrative assistant and will serve as the liaison to the local Educational Services District (ESD), which will provide back-office support. PPCS will also contract with a consultant chief financial officer, Joule Growth Partners, who will provide strategic partnership, long-term financial forecasting, and board finance committee development support. In addition to governance, during Year 1 and beyond, the PPCS Board of Trustees' standing committees (finance, development, governance, and academic excellence) will offer additional executive support to the principal and her leadership team. The SAC, PAC and DEI Study team will be called upon by both the board and staff to provide critical school input.

By Year 5, the internal leadership team will expand to include a Dean of Students and Culture to be overseen by the principal. This new dean position will take over management of the family and community engagement coordinator and the community partners. All of these relationships are represented visually in the attached **Appendix B: Organizational Chart** as well as **Appendix C: Five Year Staffing Plan**.

### ***School Leader Evaluation***

In order to evaluate the success of the principal the PPCS board will adopt proven tools and processes from both BoardOnTrack as well as from the Association of Washington School

Principals (AWSP). Utilizing an online dashboard created by BoardOnTrack, each year the principal and board chair will set annual whole performance goals which are aligned with the school’s mission, the charter contract, and student academic, social-emotional, and DEI data.

**12. Leadership and governance Capability**

***Material Operational Challenges and Key Risk Factors***

PPCS’s organizational structure allows our leadership team to operate strategically, with stakeholder support. Key risk factors have been identified, with strategies to address them.

Challenge or Risk Factor	Strategy
Enrollment	Start outreach early, yearly.
Teacher Pipeline	Grow slowly to hire overtime. Develop capacity internally and use community partners to build diversity. Provide competitive salary and/or benefits.
Leadership Capacity	Build capacity within the organization early.
Financial Sustainability	Conservative budgeting to prioritize worst-case scenarios and non-negotiable expenses. Fundraise to support start-up costs and reach full enrollment at capacity in year 6 in order to create a sustainable long-term budget.

***Leadership and Governance Capacity***

PPCS’s founding team of Jill Fineis, Sara Rolfs and Rick Wray bring a breadth of professional and life experience including extensive instructional design experience in traditional and non-traditional K-16 educational settings. School co-founder and current board president, Rick Wray, brings a proven record of fundraising, marketing, programmatic design, and operations oversight as a previous founder and executive director of three educational organizations that continue to thrive today. School co-founder and current board secretary, Sara Rolfs, brings extensive experience in community engagement, STEAM and project-based learning initiatives that have been implemented in a variety of Wenatchee Valley K-12 school settings as well as in partnership with numerous community based organizations. And founding

principal, Jill Fineis, has nearly 20 years of education experience as a higher education Dean of Students, K-12 science educator, and most recently as the Wenatchee School District's Science Coordinator. At the Board of Trustees level, the PPCS board is diverse in perspective and has deep experience in both formal and informal education settings. Members have developed curriculum, programs, and have founded and led longstanding educational organizations. The board is representative of both our Wenatchee community and our target student population. Our Latinx membership varies from a real estate agent, to a community health worker with deep roots as a community leader and activist. Our non-Latinx members also provide broad perspective from a former city councilwoman, to an informal educator with a wealth of educational programming experience, to a VP of Instruction for a community college, to a long-term resident of nearly 30 years with deep ties to non-profits, business and education. Six of our board members have had or have children enrolled in the area's two largest traditional districts. Our board is well informed about what our districts are doing well and where opportunity and equity gaps exist. To learn more about the detailed leadership and governance capacity of both the founding team and board of trustees please see **Appendix A: Board and Leadership Resumes.**

## **J. Student Demand and Community/Local Support**

### **J1. Community Need and Demand**

PPCS was born out of community and parent surveys conducted by a variety of organizations over the past decade. The consistent message is that families want a smaller school option, more personalized and hands-on learning, and deeper parent/family engagement. In addition to the community reports, the PPCS leadership team has held over 250

individual meetings and 11 community design sessions to ensure that we hear from stakeholders and to crystalize a community vision for the school.

Aligning with the spirit of the charter school law to generate innovative education models and to serve at-risk populations, PPCS employs a variety of methods to ensure underserved populations are aware of PPCS and are engaged in helping with the academic design and creation of culture. Consistently engaging with members of our target student population ensures we are creating an inclusive culture from the very beginning and attracting the families we hope to serve. We consistently connect with organizations that support at-risk student populations. **See Appendix I: Enrollment/Recruitment Plan** for specifics. We ask individuals representative of underserved populations serve on our board, councils, and our FACE committee. Finally, in response to COVID-19, we continue to update our outreach and recruitment strategies.

Our FACE Coordinator will work with three Community Outreach Ambassadors (COA) to do outreach to potential students. We have intentionally contracted with two Latinas who have strong relationships with families who are low income, Latinx and underserved in order to help raise awareness among our target community. COAs will canvas neighborhoods and table at events to recruit families into the PPCS community.

During our design phase PPCS raised \$12,500 for community outreach. We continue to dedicate funds for these roles, as well as marketing, and communications in all languages in order to be accessible to all (**see Operational Budget**). Enrollment goals can be found in the table in the **Student Recruitment and Enrollment Plan: Appendix I**, which begins with 100

students in SY1 and grows to 420 by SY6. Based on our outreach thus far, 63 families have indicated interest in enrolling. Demographics for interested families are shown below.

Demographic Category	Percentage
Latinx	73%
White	27%
SPED	11%
Low-Income	59%

**J2. Community Engagement**

PPCS’s student and parent advisory councils and DEI Study Team will allow for continued input and communication from key stakeholder groups such as community members, parents and students. These advisory bodies will share council findings to the larger board of trustees and help establish and sustain a vibrant culture aligned with the vision and values of the school. They will also support the design and implementation of student and family communication and engagement tools and strategies including the student Code of Conduct and Discipline policies. They conduct stakeholder interviews and focus groups and assist with staff hiring and assessment. Finally, they will be school ambassadors by leading school tours, new student orientations, and summer orientation and provide guidance on the school calendar, schedule, and core and supplemental programming.

The principal will also work with the PAC, SAC and DEI study team to ensure that state report card data and the PPCS annual report are available on the PPCS website, as well as all other school information-such as elective, and afterschool opportunities so that parents are aware of the different educational opportunities available to them.