CHARTER SCHOOL CSP SUB-GRANT SCORE REPORT

APPLICATION DETAILS

School Name: School Name	
Contact Person: Jonathan Johnson	Contact Email: jjohnson@rootedschool.org
Application Type: New School	Grant Budget: $1,500,000
Grades Served: 9-12	New Seats Created: 125
Total Averaged Score: 91.62	Priority Points Assigned: 6
Application Status: Awarded	

RUBRIC

A. GRANT PROJECT GOALS

***Identify* 3-5 grant project goals and *justify* each goal in terms of its value in supporting the planning and implementation of your proposed school.**

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.

TOTAL AVERAGE POINTS: 11/12

Reviewer Comments – Grant Project Goals

Strengths:
- The goals clearly connect to the RSV commitment to providing all students personal pathways to financial freedom, which the school defines as being debt-free
- The path to this debt free status is defined by RSV as through students competing in high growth high wage industries, most of which require post secondary certificates and credentials
- The school is part of a successful network with a track record in two other states (LA and IN)
- The goals are clear and measurable--reasonable enrollment targets (35 students per year plus approx 30 percent waiting list per year), plus acquisition of technology to support students in skills necessary for entering high wage industries, and staff training
- There is clear alignment among grant project goals, and the overall mission and goals of the school. Each grant project goal aligns with the mission and vision for the school and has measures that are appropriate to the goals
- Good justification for each goal & linked to budgets

Weaknesses:
- Goals presented in the grant narrative are slightly different than those in the Budget Narrative & CSP Smart Goals documents. While the goals are strong, the changes in the language & presentation of the measures between the three documents was confusing at times

B. EDUCATIONAL PHILOSOPHY, KEY DESIGN ELEMENTS, AND SCHOOL CULTURE

Fully *describe and justify* the design of the academic program in terms of the educational philosophy, key elements of the program, and how school culture is developed.

Be sure to include key design elements, 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: 11.33/12

Reviewer Comments - Educational Philosophy, Key Design Elements, and School Culture

Strengths:
- RSV has a clear commitment to a number of research-based and proven approaches (UDL, internships, PBL, SGI, project exhibitions, etc.

- There is a clear commitment to the needs of individual students, and a recognition of the importance of student/adult connection and mentoring (see advisory which makes up approximately ten percent of a student's time and includes low staff/student ratio)
- RSV will be bringing a wealth of experience from their two other school settings and tailoring them to meet the WA needs
- The use of values badges connects students both to the relevant content as well as the cultural expectations of the school
- Educational philosophy is based on the integration of knowledge, skills, and techno-literacy into all subjects that will engage and motivate underrepresented students to explore high demand careers using the principles of Universal Design for Learning (UDL)
- Explicit design elements linked to ambitious mission and goals

Weaknesses:
- The role of parents in the creation and maintenance of school culture is not mentioned, though the application reveals an awareness of the low income realities in which students live
- Leadership will want to ensure they are able to recruit teachers and instructional staff that have the credentials and/or ability to acquire the appropriate certification for CTE coursework
- Limited information on research-base used as determined by anticipated student demographics
- It would be interesting to learn more about how you will know if you have achieved this goal: "We will know we are successful when we have closed income and wealth disparities for Vancouver's most at risk learners and their families." Will you track student progress post-graduation?

C. CURRICULUM, INSTRUCTIONAL STRATEGIES, AND TECHNOLOGY

Fully describe and justify the instructional practices and curriculum that will be utilized to meet the school's performance objectives, while also demonstrating alignment to state and Federal requirements. Be sure to include the use of technology and how it will assist with producing strong outcomes for the unique community and student population the school will be located within.

TOTAL AVERAGE POINTS: 8/8

Reviewer Comments – Curriculum, Instructional Strategies, and Technology

Strengths:
- All curricular offerings are available in online as well as in person (use of tech)
- Commitment to 1:1 student:computer ratio in order for students to access various platforms in Rooted model and prepare them for modern work environment
- Committed to using industry grade technology including, including teachers trained in using these platforms
- In addition to core content RSV has an IT Career Cluster Pathway with content determined by regional industry partners
- RSV also committed to the non-cognitive skills that are vitally important for workplace and life success ("soft skills"). Ex: Teaching Tolerance Social Justice Standards
- Instructional methods complement curriculum decisions and design that align with the Common Core Standards and embed technology into the daily instructional model
- RSV will operate with a 1:1 student-to-computer ratio with an emphasis on preparing students for the modern working environments of RSV's employer partners

- 1:1 student-to-computer ratio enables teachers to meet with smaller groups of students across course subject areas, while continuously collecting valuable data on students working independently through adaptive learning programs
- Selected curriculum aligns to Common Core State Standards, Next Generation Science Standards, and Washington State K – 12 Learning Standards
- Teachers will be trained on use of student technology

Weaknesses:
- The technology plan could include more detail about how the home/school connection is maintained--do students take 1:1 devices home? What about high speed internet access outside of school?

D. ASSESSMENT AND DATA

Fully describe and justify how your school will have rigorous goals and adequate performance management to ensure students' academic success. Describe your assessment choices, data collection and analysis, and use of data to inform instruction, differentiate and evaluate the school as a whole.

TOTAL AVERAGE POINTS: 6/6

Reviewer Comments – Assessment and Data

Strengths:
- School is committed to assessment as a means for accountability for students AND teachers
- RSV assessment rubric lays out a balance of assessments that measure both WA standards (SBAC) as well as internal assessments (badge assessments, and the school's own Deeper Learning Rubric which is an interdisciplinary rubric that embeds deeper learning standards
- Assessments used to align vertically and horizontally
- Data used daily, weekly, monthly, quarterly and annually
- Use of data for intervention--RTI, MTSS
- Assessments evaluate student mastery of standards through baseline, formative and summative assessments in all core academic subjects
- Instructional team will receive ongoing PD for data driven instruction and decision making
- MTSS is embedded to respond to individual student needs
- RSV's leadership and instructional teams will be supported by the Rooted School Foundation team in deep data analysis to ensure priorities are tailored to specific school and student needs
- RSV uses ongoing and varied assessments to monitor student progress toward standards mastery and to drive instruction
- Data are used on a daily, weekly, quarterly and annual basis to refine the school model and curricula
- Assessments are used to hold teachers and students accountable for meeting or exceeding the standards

Weaknesses:
- How are parents/families involved in understanding the assessments and progress monitoring of their students?
- Tier 3 of RTI seems to indicate it will be a special education function - is that accurate?

E. 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: 9.99/12

Reviewer Comments – Effectively Serving All Students

Strengths:

- The school has clear plans for transportation, including providing free student access to public transit passes
- The school is committed to healthy nutrition choices, and will be posting RFPs for service providers
- RSV has an extensive rubric of interventions for at risk, special education and gifted students (Art Therapy, RTI/MTSS, PBL, small group instruction and intervention)
- The applicant has developed transportation options to address various student needs and has identified a provider and plan for student meals
- Art therapy offered at least once a week

Weaknesses:

- There is no description of the special education program, even though the school admits that they will serve a student body with a high percentage of students in this category
- Although the applicant discusses MTSS that includes academic and behavior interventions, it does not clearly describe how the school will meet the needs of the school's current and/or prospective students with disabilities, 504s, etc. Also, does not describe a process for the reduction in discipline practices. Given that they expect a large percentage of the student population to fall into one or more of these categories a well developed plan should be in place and articulated
- It is noted in the grant narrative that there will be a "generous & varied special educator staffing model" but that is not evident in the budget or staffing plan - based on the demographics template, as much as 75% of the student population being labeled SPED or ELL but the staff is limited to 2.5 people (a director of student services, an ELL teacher & a 0.5 ELL / academic interventionist)
- Anticipated student population numbers indicate a high ELL population (up to 60%) but nothing specific called out in this section to identify or serve specific needs
- No information on process for identifying special needs nor serving students on a continuum
- No information on additional support services –speech, OT, PT, etc.

F. 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: 3.99/8

Reviewer Comments – Staffing and Professional Development Plan

Strengths:
- There is a clear table for planning staffing openings needed by year
- RSV will partner with various organizations and schools of education to attract top candidates
- The recruitment and staffing plan is reasonable and aligns with the mission/vision of the program
- Phasing out of director of CTE after Y2 to become AP

Weaknesses:
- There is no mention of staff evaluation, PD plan or how RSV will encourage innovation and continuous improvement
- Although there is mention in a previous section and budget narrative for staff PD, there is no summary of the school's professional development plan and staff evaluation process/retention
- Very little information on staff evaluation or coaching
- Some mention of PD opportunities in different sections but no comprehensive plan is presented
- Heavy admin load in Y1: school leader, director of CTE, director of ops, director of student services & front office manager with only 3 teachers & 1 tech coach (no science or social studies teachers in Y1) with one ½ time ELL / academic interventionist
- No science teacher in Y1
- No English or Social Studies teacher until Y3
- Some confusing information on the staffing spreadsheet (i.e., ELL teacher moves from full time in Y2 & Y3 to ½ time in Y4 & then full time again in Y5)
- RSV vs. RSF efforts for recruiting & hiring - is there any support coming from the Foundation in terms of hiring process?

G. 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: 10.66/12

Reviewer Comments – Financial Management and Monitoring Plan

Strengths:
- RSF has a nationally recognized stable of board members, and a CMO with a nationwide perspective

- The Rooted founder Mr. Johnson will shepherd Board matters until a founding school leader is identified
- RSF has a sensible facilities plan with emphasis on gradual cost escalation as student enrollment grows
- Backup facilities plan includes two short term leases
- The applicant demonstrates a comprehensive plan of the operational and financial capability to manage the successful and sustainable implementation of the proposed activities. Has a facility plan and associated timeline for acquiring, developing, and/or remodeling, as well as equipping, the new school or expansion facility that includes options for learning environments to meet the needs of a diverse student population
- Exploring reasonable options for facility

Weaknesses:
- Some uncertainty regarding the ultimate location of the school
- Finance plan is sparse beyond hiring Joule
- Limited resources for "Special Ed Supplies" in comparison to expected student population

H. 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: 8.99/10

Reviewer Comments – Board Capacity and Governance Structure

Strengths:
- Current Board has diverse range of expertise levels, congruent with needs of the school
- There is commitment for the Board to expand its membership
- Board will have monthly mandatory training sessions
- The applicant describes recruitment efforts for selection and retention of BOD members that embody adequate expertise and diversity. Policies/procedures for board roles and responsibilities and performance are outlined. BOD training and ongoing professional development plan is described for initial year

Weaknesses:
- Board transition plan is unclear
- Board policies are proposed, not as of yet created
- The applicant will want to ensure ongoing professional development to maintain board strength going forward. It is not clear how the BOD will guide its oversight of the school beyond the basic expectations
- Limited information on board responsibilities, policies & procedures

I. 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: 9/12

Reviewer Comments – School Leadership and Management

Strengths:

- The school has a thoughtful organization chart that transitions from opening to the point where CTE is fully embedded in the organization
- The organization recognizes the line between governance (Board) and management (Staff)
- The leadership and administrative roles at the school are well-defined, and comprehensively cover the broad set of responsibilities required of charter school leadership. The applicant has identified material operational challenges and has developed an adequate response for each

Weaknesses:

- More details needed as to succession planning--this school will begin with Rooted founder in place; how does the organization transition from this to new leader to subsequent leaders, and do so thoughtfully?
- It's unclear the process that will be used by the board to evaluate the performance of the school leadership and/or ESP, including identification of appropriate protocol for addressing performance concerns
- The administrative team at RSV is substantial but there is not much information on how that team will function as a leadership team for the school
- How will the board evaluate the school leader at RSV?
- How will the board evaluate RSF?
- Not a lot of information on what RSF offers in terms of support to RSV beyond being connected through branding

J. 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: 6.66/8

Reviewer Comments – Student Demand and Community/Local Support

Strengths:

- Evidence of outreach efforts (by Mr. Johnson) as well as table of questions and community responses (p. 32) that assesses community demand
- Sound recruitment plan and enrollment goals are reasonable and align with the expansion plan. There is also a plan to meaningfully engage current and prospective families and community members on the implementation and operation of the school

- Intention to regularly communicate with parents (town halls, newsletters, etc.)
- Plan in place for student marketing
- Plan in place for retaining students beyond year 1
- Intention to include a parent representative on the school's board

Weaknesses:
- Unclear how many of these community outreach efforts are multilingual
- Limited information on student demand
- In looking at information on demographics table -why is there such a big discrepancy in the anticipated breakdown between genders? where are the FRL, ELL & SPED numbers pulled from? is that a direct comparison of surrounding schools?
- Seems as if work with community of business owners, CBOs, etc. has been focused on more than building a parent / family base
- It's hard to differentiate what has been general community input vs. specific feedback from prospective parents / families

OVERALL COMMENTS

- RSV is part of a multi-state CMO that has had prior success
- The school has a clear instructional vision and recognizes the importance of partnerships with industry
- The school has a laser focus on changing student trajectories, and especially related to promoting life-long freedom from debt
- While the CMO founder Mr. Johnson is involved, future Board members not yet identified
- Role of parents/families in much of this endeavor still unclear
- The applicant has a plan for the development of the whole student (college and career academic readiness and social-emotional development) through CTE aligned student pathways. Given that the applicant has a history in other states with a similar model, this should support their endeavors to expand
- The applicant will want ensure they expand on their PD plan/offerings for staff and BOD as they grow
- This application could have been strengthened with more details in many of the sections particularly around staff coaching, development & evaluation (from leadership team as well as from the board), student demographics and how / why those assumptions were made, and in further describing the relationship between RSV & RSF

APPLICATION TOTAL POINTS		
Rubric Section	(AVERAGE) Points Awarded	Points Possible
A. Grant Project Goals	11	12
B. Educational Philosophy, Key Design Elements, & School Culture	11.33	12
C. Curriculum, Instructional Strategies, and Technology	8	8
D. Assessment and Data	6	6
E. Effectively Serving All Students	9.99	12
F. Staffing and Professional Development Plan	3.99	8
G. Financial Management and Monitoring Plan	10.66	12
H. Board Capacity and Governance Structure	8.99	10
I. School Leadership and Management	9	12
J. Student Demand and Community/Local Support	6.66	8
STANDARD POINTS AWARDED	85.62	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).	3	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.	3	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 POINTS AWARDED	91.62	109