



**PULLMAN PUBLIC
COMMUNITY FREE
MONTESSORI K-9**

Pullman Community Montessori

PCM Board Meeting

Date and Time

Tuesday January 25, 2022 at 5:15 PM PST

Location

PCM Board of Trustees meetings are held in the Gladish Community and Cultural Center room 100a. To increase accessibility we offer a virtual option for attendance. The Zoom link can be found below. If you attend in person please wear a mask upon entry into the building. Thank you for understanding and complying with these safety mitigation measures!

All board meetings are open to the public. Meetings begin at 5:15 PM PST the fourth (4th) Tuesday of each month. Public comment is a standing agenda item at each monthly meeting. Items will be addressed by the board according to the Meeting Agenda posted 48 hours prior to each meeting.

Join Zoom Meeting

<https://us02web.zoom.us/j/89620042723?pwd=akVHUTI3eIMxSnoxelJwUTRwdEhodz09>

Meeting ID: 896-2004-2723

Password: 6615

Dial by your location

(929) 205 6099

(301) 715 8592

(312) 626 6799

(669) 900 6833

(253) 215 8782

(346) 248 7799

If you would like to make public comment you will be called on in the order you arrived. We generally allow 5 minutes for presentation of personal comments/questions/concerns/grievances. You may view our PCM Grievance and Conflict Resolution Policy and Procedures [here](#). Public comment should be shared with the board in writing.

g in advance of the board meeting for us to better address you consideration. Please email to board@mypcm.org or submit in paper form to the PCM office in Gladish Community and Cultural Center STE 212. You should receive confirmation of receipt of your written statement within 48 hours of submission. If you do not receive confirmation, please email DesireeP@myPCM.org

PCM's Mission: to prepare all students to reach their full potential for future success in high school, college, career, and life, using the rich resources of our community.

PCM's Vision: to serve as an instrument of change, helping to progress our education system to better meet the needs of students, families, and educators. We nurture students to be self-empowered lifelong learners, global citizens, environmental stewards, and compassionate and collaborative leaders, bringing positive changes to their communities and the world!

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:15 PM
A. Record Attendance		John Cassleman	1 m
B. Call the Meeting to Order	Discuss	John Cassleman	1 m
Take a moment before the meeting to review our operating norms (linked in the footer).			
C. Approve Meeting Minutes - 12/28	Approve Minutes	Clara Hill	2 m
Please come with amendments ready to put in the chat.			
D. Community Building	Discuss	John Cassleman	3 m
*Please use this google document to sign up for the board meeting in which you would like to lead this activity.			
E. DEI and Anti-racism Commitment	Discuss	Laylah Sullivan	35 m
Introduction to BCC (Buffalo Cloud Consulting). Please review the attached overview.			
We'll get to know each other and be introduced to homework for our next session which will be a full training session.			
Please come with questions for BCC.			

	Purpose	Presenter	Time
II. Public Comment			5:57 PM

A. Making Public Comments	FYI	John Cassleman	15 m
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Welcome! If you would like to make public comment you will be called on in the order you logged in/arrived.

- We generally allow 5 minutes for presentation of personal comments/questions/concerns/grievances.
- You may view our PCM Grievance and Conflict Resolution Policy and Procedures [here](#).
- Public comment should be shared with the board in writing in advance of the board meeting for us to better address your consideration.
- Please email to board@mypcm.org or submit in paper form to the PCM office in Gladish Community and Cultural Center.
- You should receive confirmation of receipt of your written statement within 48 hours of submission.

III. LEADER Team Update & Compliance Check-in			6:12 PM
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Standing reminders:

Per PCM's [Charter School Contract](#) with the Commission, PCM Trustees should regularly review the [Statement of Assurances](#) (found in the Compliance folder linked in the footer) to ensure we are fulfilling our obligation to the contract.

The Commission has issued an updated [Compliance Calendar](#) for the 2021-22 School Year. This is a component of a larger document used by PCM management and available to the Board that provides guidance and clarification around the Commission's oversight of charter schools (this [Oversight Guidance Manual](#) is updated periodically).

What rubrics does the Commission use for evaluation?

[Financial Performance Framework](#)

[Academic Performance Framework](#)

[Organizational Performance Framework](#) ([expanded criterion](#))

A. December Update	FYI	Laylah Sullivan	10 m
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Please review the BOARD OF TRUSTEES DASHBOARD prior to these updates. The majority of updates directly apply to this dashboard.

Purpose

Presenter

Time

<https://mypcm21.box.com/s/yeoqvyu0kwnw4mz5scu1hzt7rnl0pwag>

General outline:

- Enrollment
- Financial
- Compliance
- School Specific Goal progress (similar cadence to Academic update)
- Logic Model (similar cadence to Academic update)
- Academic update (if applicable....usually the board meeting the month following the end of the trimester)

Notes not included in dashboard this month:

- For new charters, OSPI does not 'true up' apportionment of actual enrollment until October of 2022. We have asked OSPI to initiate this in January so that PCM does not end up with zero apportionment paid for the first two months of school.
- WISM is quickly approaching (review of our SPED program) and we are on track for all submissions. We have gotten very positive feedback from the TMC who we are partnered with for support.
- The final WIDA screeners have been completed and OSPI has been notified. We are now in compliance with OSPI on this.
- The transition with SIA is going well.
- NCMPS is providing targeted support for specific areas where a gap was left with the loss of our MC (ex direct coaching of specific teaching teams, increased on-site visits, increased PD sessions).
- TSS coach will be on site next week.

IMPORTANT REMINDER: Every member of a publicly funded governing body must complete their online F1 Personal Financial Affairs Statement within 14 days of taking their oath or assuring their duties. Additionally, every member is also required to refresher this information annually as long as they serve on the Board of Trustees. The annual deadline is April 15th.

Last year we committed to submitting these by the March meeting! Let's do this again this year! For those who have already completed this last year, use your login and the process will go much more quickly this year.

A refresher document is attached.

Purpose Presenter Time

IV. Committee Updates **6:22 PM**

Please read through committee reports/minutes and come with questions. Committee chairs will not provide updates unless there is a motion or key items to address. Please communicate with committee chairs or the head of school in advance of the meeting if you have questions.

A.	LESC (Leadership Evaluation & Support Committee)	Vote	Beverley Wolff	10 m
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LESC meeting minutes for review:
1-24-2022

LESC will present the plan for HOS evaluation.

B.	DC (Development Committee)	Vote	Ayad Rahmani	
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C.	GC (Governance Committee)	Vote	John Cassleman	15 m
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GC January Meeting Minutes here:
[January 3](#)
[January 10](#)

Provide results of Annual Survey review. Highlight and discuss priorities identified by the GC for board consideration.

The Governance Committee proposes that the PCM Board adopt the following goal for the GC:

- Recruit 2 new board members by June 2022 with the following 2 skill sets:
 - Fund Development
 - Governance/Human Resources and with preference to expanding the board's diversity.

D.	FC (Finance Committee)	Vote	Aubree Guyton	5 m
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Trustees should access the publicly accessible FC meeting notes and review prior to the board meeting. <https://app2.boardontrack.com/org/IVTavg/minutes/show/42964>

	Purpose	Presenter	Time
Motion: The FC recommends the Board approve the December financials as presented.			

Reminder: The 2021-22 annual budget revise will be presented at the February board meeting. Approximately 7 days in advance of the February meeting Trustees will receive the annual budget along with the FC's recommendation.

HW: Please read the attached "Financial Roles Grounding" document and complete the short HW that is nested in the document.

V. Enrollment Policies and Procedures 2022-23			6:52 PM
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A. Updated Enrollment Policies & Procedures for the 2021-22 school year	Vote	Laylah Sullivan	3 m
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The updates are mostly with the timeline for enrollment and registration.

Why the adjustments to the timeline: Last year we experienced that this process was a bit early for our community. The new timeline also accounts for the slower movement of things in the front office during COVID and offers more time for the new schedule to settle in and a buzz to be built around that positive adjustment.

Track changes has been used to help Trustees identify what has been changed. I recommend reading in *simple markup* view.

B. Academic Calendar Discussion (vote at the February meeting)	Discuss	Laylah Sullivan	5 m
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Consideration to begin discussing. Any change to the academic calendar (or not returning to our exact proposed contact days) requires PCM to request a change with the commission. This is similar to the process for the day length change.

We originally proposed 186 contact days:
With delaying the start of school this year our current contact days (not counting the extra staff planning day) are 182.

I suggest the board consider retaining the daily schedule we have now and changing it's long-term calendar to reflect 182 contact days. Beginning school on Wednesday August 17th and ending on June 9th with Pullman School District. Our 1/2 day Student Strong Start program would begin August 15th.

	Purpose	Presenter	Time
<p>Rational: this will would keep higher than average instructional hours while compromising on feedback from staff and families.</p> <p>Route for checking: Send draft calendar to families and staff and compare with original proposed to see what consensus is.</p>			

VI. Other Business 7:00 PM

A.	Legislative Update	FYI	Laylah Sullivan	3 m
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The State Board is going to be discussing charter schools at their Jan meeting. There are potential impacts to PCM because they will be discussing funding inequity (lack of local levy funds) and the structure of authorizer fees (potential of putting this financial burden on the state and not schools).

The attached information provides some general trends seen across the state when comparing charters to district schools.

This information is informative and for advocacy purposes.

VII. New Business 7:03 PM

A.	Revisit Board Meeting Effectiveness Discussion	Discuss	John Cassleman	10 m
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The board will continue its discussion regarding meeting effectiveness.

The purpose of this discussion is to generate ideas for a proposal to keep, modify, or remove certain elements, norms, or processes of meetings.

VIII. Closing Items 7:13 PM

A.	Adjourn Meeting	Vote	John Cassleman	1 m
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Grounding Docs: [Board Norms-We are LEADERS too-Structure and Responsibilities Overview](#), [PCM Logic Model](#), [EEMPS Rubric](#), [School-Wide Reflective Practice Inventory](#), [Bylaws](#)

Resources: [Compliance Folder](#), [Planning Year Board Calendar](#), [Planning Yr Financials Considerations](#), [OPMA Resources](#), [App Board Commitments & Background](#), [Seat & Committee Descriptions](#), [Org Charts](#), [Board Member Application Full Packet](#), [Prospective Board Member Questionnaire](#)

Coversheet

Approve Meeting Minutes - 12/28

Section: I. Opening Items
Item: C. Approve Meeting Minutes - 12/28
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for PCM Board Meeting on December 28, 2021

APPROVED



PULLMAN **PUBLIC**
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Pullman Community Montessori

Minutes

PCM Board Meeting

Date and Time

Tuesday December 28, 2021 at 5:15 PM

Location

PCM Board of Trustees meetings are held in the Gladish Community and Cultural Center room 100a. To increase accessibility we offer a virtual option for attendance. The Zoom link can be found below. If you attend in person please wear a mask upon entry into the building. Thank you for understanding and complying with these safety mitigation measures!

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Trustees Present

A. Guyton (remote), A. Rahmani (remote), B. Wolff (remote), C. Hill (remote), J. Cassleman

Trustees Absent

M. Medalle

Ex Officio Members Present

L. Sullivan

Non Voting Members Present

L. Sullivan

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

J. Cassleman called a meeting of the board of trustees of Pullman Community Montessori to order on Tuesday Dec 28, 2021 at 5:22 PM.

C. Approve Meeting Minutes - 11/23

J. Cassleman made a motion to approve the minutes from PCM Board Meeting on 11-23-21.

C. Hill seconded the motion.

The board **VOTED** unanimously to approve the motion.

D. Approve Meeting Minutes - 11/29

J. Cassleman made a motion to approve the minutes from Board Meeting--Special on 11-29-21.

C. Hill seconded the motion.

The board **VOTED** unanimously to approve the motion.

E. Approve Meeting Minutes - 12/08/2021

J. Cassleman made a motion to approve the minutes from PCM Special Board Meeting on 12-08-21.

C. Hill seconded the motion.

(pending an edit to correct attendance - Ayad and Melisa were in fact there)

The board **VOTED** unanimously to approve the motion.

F. Community Building

Ayad led the group in a team-building drawing activity.

G. Scenario

Scenario:

The Community Advisory Council decides that parents should be more involved in decisions about the school's curriculum; the council chairperson catches a board member in the supermarket and discusses curricula that they've been researching.

The board discussed this situation, the role of the CAC, the role and responsibility of the board member in this situation, and the opportunity to direct the community member to the board meetings.

H. DEI and Anti-racism Commitment

Laylah shared that we will have some readings to do ahead of our DEI trainings.

II. Public Comment

A. Making Public Comments

No members of the public were present for comment.

III. LEADER Team Update

A. December Update

Laylah shared the data dashboard for the board's review.

IV. Committee Updates

A. LESC (Leadership Evaluation & Support Committee)

Bev shared the plan for HOS evaluation and will circulate via email.

B. Wolff made a motion to move the vote to approve the HOS Evaluation document to the January board meeting.

A. Rahmani seconded the motion.

The board **VOTED** unanimously to approve the motion.

B. DC (Development Committee)

C. GC (Governance Committee)

J. Cassleman made a motion to that the board accept the proposal of the new goal of the DC that all committees state SMART goals by the end of February 2022.

C. Hill seconded the motion.

The board **VOTED** unanimously to approve the motion.

D. FC (Finance Committee)

A. Guyton made a motion to approve the November financials as presented.

C. Hill seconded the motion.

The board **VOTED** unanimously to approve the motion.

V. New Business

A. Discuss Board Meeting Effectiveness

The board discussed effectiveness and what each member finds useful and productive about our meeting structure. Aubree proposed adding 15 minutes for discussion of this at the next meeting, and then passing it to the Governance Committee for reflection on changing of board procedures if needed.

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:04 PM.

Respectfully Submitted,

C. Hill

Grounding Docs: [Board Norms-We are LEADERS too-Structure and Responsibilities Overview](#), [PCM Logic Model](#), [EEMPS Rubric](#), [School-Wide Reflective Practice Inventory](#), [Bylaws](#)

Resources: [Compliance Folder](#), [Planning Year Board Calendar](#), [Planning Yr Financials Considerations](#), [OPMA Resources](#), [App Board Commitments & Background](#), [Seat & Committee Descriptions](#), [Org Charts](#), [Board Member Application Full Packet](#), [Prospective Board Member Questionnaire](#)

Coversheet

DEI and Anti-racism Commitment

Section: I. Opening Items
Item: E. DEI and Anti-racism Commitment
Purpose: Discuss
Submitted by:
Related Material: BCC & PCM 2021-2023 (Board + Staff).pdf

To: Laylah Sullivan
Pullman Community Montessori School

Fr: Christine Moses
Buffalo Cloud Consulting

Re: Decolonizing Learning Proposal

Dt: October 9, 2021

Buffalo Cloud Consulting (BCC) is excited to submit a proposal to work with Pullman Community Montessori School (PCMS) to support transformational equity learning for your newly created school. BCC is beginning its third year of equity consulting with Community Roots School in Silverton, OR. We have moved from beginning knowledge, to developing the strategic plan with an equity lens, to now doing the work of infusing equitable conversations and decisions into every aspect of the school. As you can tell, it takes three to five years to develop the knowledge and create the systems that allow for equity to drive decision making, culture, and community.

Decolonizing learning means beginning with the adults in who bring their identities into the room as Guides, Aides, and administrators. We all have biases, and we all need to do the vulnerable work of identifying, examining, and excavating old assumptions for us to begin integrating new information and beliefs into our lives. BCC is highly experienced in helping adults and students through this process. We center love, compassion, and forgiveness for all of us to learn and grow into the educators we want to be for every single student we encounter.

Based on my conversation with Kim Torres, I believe you are starting in the right place, developing a shared language for decolonizing education. This includes the follow:

- Microaggressions
- Culturally responsive or sustaining pedagogy
- Community integration into the curriculum
- Defensiveness and discomfort with conflict
- Personal identity work

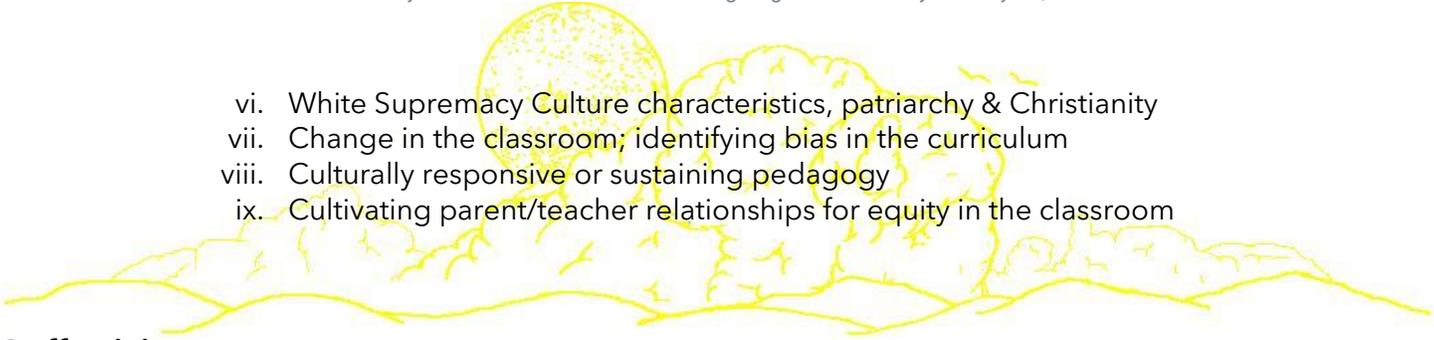
What we also suggest is:

- Understanding bias
- White Supremacy Culture characteristics
- US history

BCC is committed to supporting PCMS in working toward the following goals:

1. Trainings for Staff

- a. Trainings will be held bi-monthly for 2.5 hours as a combined group. BCC will debrief w/the DEI Committee or director for 1-hour after each training. Each workshop requires 2 hours of prep/planning on the part of BCC.
- b. The following topics will be addressed:
 - i. Welcome, the creation of our country
 - ii. Nonviolent communication and defensiveness
 - iii. Implicit bias
 - iv. Giving/Receiving Feedback
 - v. Microaggressions

- 
- vi. White Supremacy Culture characteristics, patriarchy & Christianity
 - vii. Change in the classroom; identifying bias in the curriculum
 - viii. Culturally responsive or sustaining pedagogy
 - ix. Cultivating parent/teacher relationships for equity in the classroom

Staff trainings

1 Onboarding meeting = 2 hours

9 staff workshops x 4 hours (2.5 hours for the meetings, 2 hours for prep) = 40.5 hours over 2 school years

9 debrief meetings x 1 hour = 9 hours over 2 school years

20 consultation/coaching meetings with director x 1 hour = 20 over 2 school years

Estimated work = 71.5

Board trainings

Suggested topics:

School board responsibilities when using an equity lens

Developing an equity lens

Examining policies for barriers to equity

Creating an equity statement for the school

TBD

1 Onboarding meeting = 2 hours

3 Board workshops per year x 2 years = 6 workshops x 2.5 hours = 15 hours

2 hours prep per workshop = 12 hours

Estimated work = 29 hours

BCC recommends purchasing the following books to support personal learning and growth and to level-set collective knowledge. Our work is based on these texts:

The Racial Healing Handbook, by Anneliese Singh

This Book is Anti-Racist, by Tiffany Jewell



Biography

Christine Moses, CEO
Buffalo Cloud Consulting, LLC
50 Kerr Parkway, #75, Lake Oswego, OR 97035
860-803-5511

www.BuffaloCloudConsulting.com

info@buffalocloudconsulting.com

<https://www.linkedin.com/in/christineamoses>

Incorporated in the State of Oregon, COBID #12340

Certified Women Business Enterprise (WBE),

Minority Business Enterprise (MBE),

Disadvantaged Business Enterprise (DBE), and

Emerging Small Business (ESB)

Washington State Certified Minority/Women Business Enterprise

(MWBE) and Disadvantaged Business Enterprise (DBE)

Christine Moses is an award-winning communicator and expert consultant working with schools, nonprofits, government agencies, law firms and tech firms on the high-risk issues of equity, diversity, inclusion, belonging, community engagement, and communications. Her company, Buffalo Cloud Consulting (BCC), co-creates equity programs, strategic plans, trainings, and coaching sessions for clients through multiple collaborative pathways.

As an equity consultant, Christine uses non-violent communication and trauma-informed practices to identify clients' needs, help them articulate their positions clearly, and then center their opinions in the community discussion. She then ensures everyone is engaged in the conversation by using Liberating Structures and Courageous Conversation conventions. *The Art of Community* is an underlying philosophy for her work while providing a culturally responsive experience that honors past harms through storytelling and design thinking/ethnographic strategies. She bridges cultures, age groups, races, classes, and gender identities to reach desired outcomes through thoughtful, deep engagement by building empathy for others. In the process, clients understand the historic harms caused by past and current racial policies to inform the development of their equity lens in order to eliminate individual, institutional, and systemic barriers to racial equity. Results include:

- The amplification of historically minoritized voices within the engagement and policy making/changing processes
- The collective understanding of how implicit bias, cultural norms and practices, and systems organization reinforce stereotypes, racism, and disproportionate outcomes
- The centering of equity within the policy engagement and crafting processes by identifying specific measurable outcomes and community values early
- The building of community capacity for change by using collective impact strategies
- The incorporation of strategic planning, strategic communications, and audits at all levels of the engagement process

Board and staff equity and change management clients include Ecumenical Ministries of Oregon and Community Roots School in Silverton, OR. Both clients are currently in the process of level-setting leadership's knowledge of equity and inclusion, in addition to understanding bias, racism, and power dynamics. The process is both personal and professional for the institutional change to occur. This includes using videos, podcasts, readings, and self-reflection resources in a critical race theory framework to build self-awareness and organizational structures to support the use of the 2012 Multnomah County Equity and Empowerment Lens as their guiding document for equitable change.

Christine is currently working with the Oregon Department of Veterans' Affairs. Her work, in collaboration with other consultants, is to bring diversity, equity, inclusion and belonging principles into the strategic planning process. The work is both at the institutional and the individual level and staff have identified potentially promising outcomes for historically minoritized veterans.

BCC's current and recent clients include working with Nelson\Nygaard, Markowitz Herbold, SlideUX and Lane Community College to facilitate equity trainings; Lake Oswego School District School to create equity policies; Community Roots School, the Eugene Waldorf School and Caritas of Austin to develop and deliver equity trainings; and Austin Independent School District to support the creation of an equity office. Current training and consulting partnerships include Empress Rules, the Center for Equity and Inclusion, Blue Tiger Leadership and John Lenssen and Associates.

The Connecticut State Department of Education engaged BCC to ideate and launch a statewide engagement program to inform and receive feedback from school officials, parents, and educators in order for the Board of Trustees to adopt the Next Generation Science Standards. BCC synthesized and delivered political research, survey research, communication tools, ambassador training, and policy advice. Results: achieved overwhelming community support for state's adoption of new science standards within five-month campaign window.

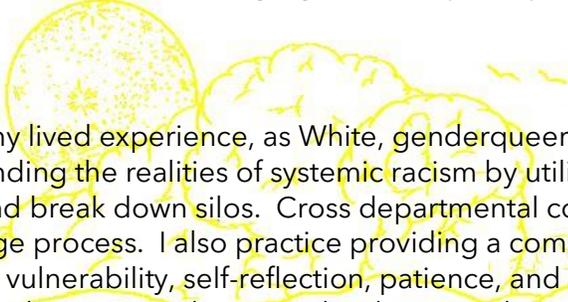
Christine previously served as the communications director of Southwest Educational Development Laboratory, marketing communications director for the Connecticut Science Center, and community affairs director for Fox 61-TV. While at the Connecticut Science Center, Christine convened the Governor's Task Force on STEM Education for Governor Jodi Rell of Connecticut. She facilitated a yearlong conversation with corporate, small business, and education leaders to examine career and technical education requirements, curriculum, and student supports (mentorships and internships) that were necessary to support career-focused students. Result: Revised and modernized Tech Ed curriculum to provide training for hard, soft, and technical skills requested by the business community.



[Kura Myrrlin](#)

Diversity, Equity and Inclusion Collaborator
Mountain Path Consulting, LLC

Kura Myrrlin grounds their equity work in the knowledge and feeling that we all seek inclusion and liberation. Shifting power to those who have been historically, and currently, marginalized and oppressed is what inclusion should look like, in action. Kura uses tailored strategies, accountability in planning and policies, innovative communication plans, and collective courage. This can be achieved as groups working on multiple fronts, in multi-layered paths, and as individuals through active collaboration and celebration. Kura works as a co-facilitator with other DEI facilitators, in workshops and behind the scenes. A current facilitator she collaborates with is Christine Moses at [Buffalo Cloud Consulting LLC](#). As an apprentice and assistant to Christine, her role includes co-facilitation, strategic planning, administrative work, community engagement, uncovering blindspots (or, a less ableist framing is weak spots) and many more supportive and collaborative tasks. She also develops and works in surveys, survey analysis, survey reports, reflective questions, guided reflection meditations, storytelling, and workshop curriculums.



"I ground my skills and abilities in my lived experience, as White, genderqueer woman. My strengths lie in assisting White people in understanding the realities of systemic racism by utilizing transformative practices and strategies that build bridges and break down silos. Cross departmental communication is key in the active transformative systems change process. I also practice providing a compassionate space and fostering a general energy in which vulnerability, self-reflection, patience, and compassion are utilized and encouraged for all parties involved. The main goal is to guide white people past the stages of reactionary responses, and into a space of re-humanization, in which deeper connections can be cultivated and sustained. For my own journey, I practice regularly avoiding stagnation and resistance, so that even while I am educating, I am always a student.

Some of my skills include assisting in organizational change, conflict de-escalation, non-violent communication (NVC), and hands-on, action-oriented approaches that permeate all aspects of my life. My years as a caregiver helped to cultivate deep empathy and compassion for other people, plants, animals, and our very precious Earth. I have an A.A. in Psychology and a Certificate in Clinical Western Herbalism, as well as facilitator training at The Center for Equity and Inclusion. My passion for this work compels my lifetime commitment to seek experience and understanding."

Kura Myrrlin
Diversity, Equity and Inclusion Collaborator
[Mountain Path Consulting, LLC](#)
18505 SE Lincoln Street
Portland, OR 97233
kuramyrrlin@gmail.com
971-803-1900

Coversheet

December Update

Section: III. LEADER Team Update & Compliance Check-in
Item: A. December Update
Purpose: FYI
Submitted by:
Related Material: F1 Disclosure Compliance.pdf



PULLMAN **PUBLIC**
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PDC F1 DISCLOSURE COMPLIANCE

In compliance with the Washington State Charter School Commission , Public Disclosure Commission, and RCW 42.17A.710, every member of a publicly funded governing body must complete their online F1 Personal Financial Affairs Statement within 14 days of taking their oath or assuring their duties. Every member is also required to refresher this information annually as long as they serve on the Board of Trustees.

This form is a transparency feature that is expected of all public seats. You can view more [HERE on the Public Disclosure Commission site](#). The full purpose of the F-1 form shared on the Public Disclosure Commission site is "*Personal financial information is disclosed by candidates at the start of the campaign and annually by elected officials, state boards and commissions members, state agency directors, and legislative and gubernatorial professional staff. Allows the public to assess whether state officials may have conflicts of interest.* RCW 42.17A.710"

The process can be more laborious the first time through since no personal information is yet in the system. Subsequent years are faster. As a frame of reference, for new members on our board, it has taken anywhere between 45 minutes and 2 hours to complete. The process requires you have your tax return and family financials accessible. Each year the form must be renewed between February and March.

To begin filing electronically, you will need to create a login and follow the prompts through [SecureAccess Washington](#).

When you have completed the online F1 Form, please send a confirmation email to the Board Chair and Head of School.

Board Chair	John Casselman	johncasslemanPCM@gmail.com
Head of School	Laylah Sullivan	lsullivan@mypcm.org

Don't hesitate to contact the Board Chair if you have questions.

Thank you for your time and attention!

Coversheet

LESC (Leadership Evaluation & Support Committee)

Section: IV. Committee Updates
Item: A. LESG (Leadership Evaluation & Support Committee)
Purpose: Vote
Submitted by:
Related Material: Plan for evaluation of HOS for 2021 (3) (1).docx

Plan for evaluation of HOS for 2021 – 2022 school year

In acknowledgement that the opening year of a charter school is already full of challenges and tasks that need to be completed, some of them for the first time, the LESC proposes that this year we will use the following as a basis of our evaluation process:

- A review of the HOS professional portfolio. For this year, we would like to see the following included in the binder:
 - Quarterly compliance reports submitted to OSPI
 - Quarterly compliance reports submitted to the commission
 - Report on climate survey responses (annual)
 - Admissions/retention statistics (annual)
 - Staff retention/recruitment statistics (annual)
 - Staff growth towards compliance e.g. enrolled in program to earn WA state teaching certificate/Montessori training for the appropriate level (annual)
 - Executive Reflective Practice Inventory – to be completed by Laylah by the end of November 2021, and used to identify no more than 3 SMART goals, which the LESC will monitor for progress during quarterly meetings.
 - Data from a survey to be sent to major stakeholders in December – partners, board members, staff This survey will be similar to the survey used to gather input last year
- The LESC hopes the above plan will allow us to review reports that are already being generated, rather than lead to additional work for Laylah – get double-duty out of compliance reports, allow LESC to monitor compliance and report to the board.
- The LESC plans to hold quarterly committee meetings, dates to follow quarterly compliance reporting periods for OSPI and the Commission. At this time the quarterly reports will be reviewed.
- The members of LESC encourage Laylah to reach out via email, phone call or in person for support in between quarterly meetings, on an as needed basis.

Annual review is planned for May, with a summary report to the board in time for inclusion on the May Board Meeting agenda.

Coversheet

GC (Governance Committee)

Section: IV. Committee Updates
Item: C. GC (Governance Committee)
Purpose: Vote
Submitted by:
Related Material: PCM 2021-22 Board Self Assessment.pdf

PCM 2021-22 Board Self Assessment

PCM Governance Committee

Where do we focus first?

Recommendations		
Based on 7 of 7 completed participants		
Topics	Your Board Scored	Recommended Resources
Board Meetings Board Meeting Evaluation	LEVEL 1	Should we evaluate our board meetings? Board Meetings Observation Checklist
Board Meetings Open Meeting Law Compliance	LEVEL 1	Tips to Comply with the Open Meeting Law What is "Open Meeting Law," and can we really be an effective board and comply with this law? Open Meeting Law Pop Quiz
Board Composition Board Size	LEVEL 1	How many members should the board have?
Board Composition Previous Governance Experience	LEVEL 1	What skills are needed on a charter school board?
Board Composition Skills and Expertise	LEVEL 1	What skills are needed on a charter school board? Board Composition Matrix Conducting an Inventory of Your Board
Board Composition Diversity	LEVEL 1	What level of diversity should the board have?
Board Recruitment Recruitment Plan	LEVEL 1	Board Composition Matrix Conducting an Inventory of Your Board
Board Recruitment Board Recruitment Pipeline	LEVEL 1	What should the process be to nominating non board members to committees? Is it a good idea to have non-board members serve on committees?
Board Recruitment Orientation	LEVEL 1	Sample Orientation Plan
Finance Financial Controls	LEVEL 1	Board Staff Financial Contract Finances Who Does What Where can we find additional help with regards to finance?

Understand our definition of academic excellence.

Specifically...

#1. Clarify, agree upon, and communicate our definition of academic excellence.

#2. Understand what the organization is doing to reach that shared vision of academic excellence and what steps we are taking to get there.

How did the Governance Committee come to this conclusion?

Overview

1. Review the Report Overview and *Board on Track* Recommendations

	Board	School Leader
Board Meetings	LEVEL 3	LEVEL 4
Board Structure	LEVEL 4	LEVEL 5
Board Composition	LEVEL 3	LEVEL 4
Board Recruitment	LEVEL 4	LEVEL 5
Board Goals & Accountability	LEVEL 2	LEVEL 4
Finance	LEVEL 2	LEVEL 5
Development	LEVEL 1	LEVEL 3
Academic Oversight	LEVEL 1	LEVEL 4
School Leader Support & Evaluation	LEVEL 3	LEVEL 4
BoardSavvy School Leader	LEVEL 2	LEVEL 5

2. Dive into the specific areas of need

Answer key for: Academic Oversight

Clarity of Vision

- Each trustee understands what academic excellence means at your organization.
- The board and the School Leader have a written, shared definition of academic excellence.

Roadmap

- There is a clear understanding between the board and the School Leader about what the organization is doing towards reaching its defined vision of excellence.
- The board and the School Leader agree on the next key steps the organization will take this year to get closer towards this vision.

3. Determine which areas will have the biggest impact

As a school, academic excellence is a top priority and a core purpose.

As a Montessori, place-based, and charter school, academic excellence means something *different*.

With a clear understanding, we can better tell our story.

~~Academic~~ Excellence at PCM Educational

All students are prepared to reach their full potential for future success in high school, college, career.

Metrics

Smarter Balanced Assessment

75%+

Washington Comprehensive
Assessment of Science

75%+

NWEA 'Measures of Academic
Progress'

1yr+

Minnesota Executive Functioning
Scale/EFgo Pro

Strengths

Board Structure

Bylaws

Officers

Committees

Board Meeting

Agenda

Materials

Minutes

Finance

Financial Oversight

Financial Reports

The Governance Committee proposes that the PCM Board of Trustees approve the following goal:

Recruit 2 new board members by June 2022 with the following 2 skill sets:

- Fund Development
- Governance/Human Resources

and with preference to expanding the board's diversity.

Coversheet

FC (Finance Committee)

Section: IV. Committee Updates
Item: D. FC (Finance Committee)
Purpose: Vote
Submitted by:
Related Material:

- 3. PCM P&L December 2021.pdf
- 1. PCM Finance Dashboard December 2021.pdf
- 2. PCM Balance Sheet December 2021.pdf
- 5. PCM Statement of Cash Flows December 2021.pdf
- 4a. PCM BvA Line by Line December 2021.pdf
- 4. PCM BvA December 2021.pdf
- 6a. PCM Auditing Officer Approval December 2021.pdf
- 6c. PCM AP Register December 2021.pdf
- 6. PCM Payroll and AP Certification December 2021.pdf
- 6b. PCM Payroll Report December 2021.pdf
- Financial Roles Grounding.docx

Pullman Community Montessori

Profit and Loss

December 2021

	TOTAL			
	DEC 2021	NOV 2021 (PP)	CHANGE	SEP - DEC, 2021 (YTD)
Revenue				
3100 Local donations	2,968.50	119.29	2,849.21	3,488.79
3501 Interest Income (Private)	0.02	0.02	0.00	0.07
3520 Private Foundations / Grants	100,000.00		100,000.00	105,000.00
4000 General Apportionment	88,924.90	49,402.72	39,522.18	306,296.87
4021 Special Education - General Apportionment	2,160.08	1,200.04	960.04	7,440.26
4121 Special Education - State	11,053.33	6,140.74	4,912.59	38,072.58
4155 Learning Assistance	1,461.65	3,572.93	-2,111.28	5,034.58
4258 State Miscellaneous Revenue	11,520.00		11,520.00	11,520.00
5198 Federal - School Food Services (NSLP)	10,388.50		10,388.50	10,388.50
5199 Federal - Misc Grants	9,802.08		9,802.08	9,802.08
5200 Federal - CSP	69,775.65	8,505.56	61,270.09	116,468.85
Total Revenue	\$308,054.71	\$68,941.30	\$239,113.41	\$613,512.58
GROSS PROFIT	\$308,054.71	\$68,941.30	\$239,113.41	\$613,512.58
Expenditures				
6005 Certificated - Executive Management	7,500.03	9,583.30	-2,083.27	30,416.68
6010 Certificated - Instructional Management	6,666.68	6,666.67	0.01	26,666.70
6106 Classified - Operations Staff	3,708.34	3,708.34	0.00	14,833.36
6190 Classified - Other - Non -Instructional	3,476.68	3,170.00	306.68	10,490.68
6198 Classified - Lunch Staff	2,312.20	2,540.26	-228.06	10,494.36
6270 Certificated - Teachers - Regular	17,663.10	17,663.12	-0.02	70,652.41
6271 Certificated - Teachers - Substitutes	1,639.47	735.23	904.24	2,374.70
6275 Certificated - Teachers - SPED	5,374.92	5,374.92	0.00	21,499.70
6373 Classified - Aides - Regular	3,927.78	7,195.70	-3,267.92	33,875.80
7051 Social Security/Medicare/FUTA	3,275.61	3,430.20	-154.59	13,021.88
7052 Worker's Compensation Insurance	409.14	425.94	-16.80	1,790.45
7053 State Unemployment	644.50	541.19	103.31	2,344.04
7055 Retirement Contribution - DRS	6,928.98	7,231.61	-302.63	28,923.99
7056 Health Insurance - SEBB	11,616.00	11,616.00	0.00	47,432.00
8015 Oversight Fee (3%)	3,108.00	1,809.49	1,298.51	10,705.33
8035 Payroll & Accounting Services	8,000.00	8,000.00	0.00	32,000.00
8040 Special Ed Services	2,873.93	8,022.54	-5,148.61	17,488.54
8051 Contracted Services - Program Support / PD	1,216.66	1,216.66	0.00	4,866.64
8054 Contracted Services - Afterschool	2,483.25	1,655.50	827.75	10,760.75
8055 Printing	270.23		270.23	270.23
8060 Dues & Memberships	25.00	395.00	-370.00	1,712.00
8505 Board Expenses	833.33	833.33	0.00	3,333.32
8510 Classroom / Teaching Supplies & Materials	5,522.93	1,103.69	4,419.24	19,838.75
8515 Special Ed Supplies & Materials	16.12		16.12	46.08
8526 COVID-19 Expenses				592.22

Pullman Community Montessori

Profit and Loss

December 2021

	TOTAL			
	DEC 2021	NOV 2021 (PP)	CHANGE	SEP - DEC, 2021 (YTD)
8530 Equipment / Furniture	2,203.84	1,722.66	481.18	7,708.26
8535 Telephone / Internet	660.00	940.08	-280.08	2,817.93
8540 Technology - Hardware	1,802.42		1,802.42	2,410.26
8541 Technology - Software	4,945.71	819.28	4,126.43	10,269.16
8564 Bank & Payment Processing Fees	8.08	35.52	-27.44	96.12
8565 Office Expense	453.78	670.56	-216.78	2,080.75
8570 Staff Development	975.00		975.00	1,698.71
8575 Staff Recruitment	20.25		20.25	20.25
8580 Student Recruitment / Marketing	144.73	125.00	19.73	394.73
8585 School Meals / Lunch	4,345.47	3,936.14	409.33	17,621.15
8595 Fundraising		454.05	-454.05	454.05
9005 Insurance Expense	871.58	871.58	0.00	3,486.34
9010 Janitorial	30.16	492.10	-461.94	877.41
9015 Building and Land Rent / Lease	14,460.59	13,992.14	468.45	56,437.01
9020 Repairs & Maintenance Bld		107.80	-107.80	107.80
Total Expenditures	\$130,414.49	\$127,085.60	\$3,328.89	\$522,910.54
NET OPERATING REVENUE	\$177,640.22	\$ -58,144.30	\$235,784.52	\$90,602.04
NET REVENUE	\$177,640.22	\$ -58,144.30	\$235,784.52	\$90,602.04



	Metric <i>Description</i>	Result	Goal	Status	Notes
1.	Current Student Recruitment Count <i>Enrollment is the school's primary revenue driver</i>	78%	100%	○	<i>Current enrollment: 74 Budget: 94</i>
2.	Public Revenue Received as a % of overall budget <i>Measures rate of receipt of public funds to date</i>	32%	31%	○	<i>Learn to return grant helping offset no TBIP or Transpo funding;</i>
3.	Private Revenue Received as a % of overall budget <i>Measures progress against fundraising goals</i>	43%	2%	○	<i>December: \$100k grant payments (not budgeted)</i>
4.	Expenditures to date as a % of overall budget <i>Measures actual spending against planned spending</i>	27%	33%	○	<i>4 months into FY = 33%</i>
5.	Cash on Hand <i>Measures operational and financial stability</i>	\$225k	\$164k	○	<i>Cash is in a healthy position to meet financial obligations for the near future</i>

Additional notes for discussion:

First year charters paid full year based on budgeted enrollment – public variance revenue will not show up

Expenditures gap will be used to purchase SY22-23 materials / equipment in summer 2022 (which is still in the 21-22 FY); line by line, very few budget lines are needing to be increased for the budget revision, excluding SIA contract

Current FY21 count of missing documentation: \$5.9k

jg^P

Pullman Community Montessori

Balance Sheet

As of December 31, 2021

	TOTAL		
	AS OF DEC 31, 2021	AS OF NOV 30, 2021 (PP)	CHANGE
ASSETS			
Current Assets			
Bank Accounts			
1000 Banner Bank x4353 - PUBLIC Checking	222,955.06	151,241.51	71,713.55
1001 Banner Bank x4695 - PRIVATE Checking	1,235.38	1,238.38	-3.00
1005 Banner Bank x3234 - PUBLIC Savings	1,095.38	1,095.36	0.02
Total Bank Accounts	\$225,285.82	\$153,575.25	\$71,710.57
Accounts Receivable			
1100 Accounts Receivable (A/R)	262,654.45	201,384.36	61,270.09
Total Accounts Receivable	\$262,654.45	\$201,384.36	\$61,270.09
Other Current Assets			
1150 Prepays & Other Assets	12,686.51	14,725.57	-2,039.06
Total Other Current Assets	\$12,686.51	\$14,725.57	\$ -2,039.06
Total Current Assets	\$500,626.78	\$369,685.18	\$130,941.60
Fixed Assets			
1501 Fixed Assets-Capitalized Equipment	46,770.36	41,233.00	5,537.36
1503 Fixed Assets-Leasehold Improvements	391,286.11	384,664.11	6,622.00
1504 Fixed Assets-Furniture, Fixtures & Other	68,838.42	68,838.42	0.00
1510 Facilities - In Progress	49,747.05	49,747.05	0.00
Total Fixed Assets	\$556,641.94	\$544,482.58	\$12,159.36
TOTAL ASSETS	\$1,057,268.72	\$914,167.76	\$143,100.96

Pullman Community Montessori

Balance Sheet

As of December 31, 2021

	TOTAL		
	AS OF DEC 31, 2021	AS OF NOV 30, 2021 (PP)	CHANGE
LIABILITIES AND EQUITY			
Liabilities			
Current Liabilities			
Accounts Payable			
2100 Accounts Payable	2,856.82	18,725.11	-15,868.29
Total Accounts Payable	\$2,856.82	\$18,725.11	\$ -15,868.29
Other Current Liabilities			
2101 Accrued Accounts & Payroll Payable	34,522.52	41,292.16	-6,769.64
2155 Retirement Payable - DRS	11,515.56	22,553.67	-11,038.11
2156 Health Insurance Payable - SEBB	-19,969.00	-18,795.50	-1,173.50
2157 HSA/FSA/DCAP Payable - SEBB	0.00	160.00	-160.00
2158 LTD Payable	316.11	223.35	92.76
2171 Use Tax Payable	7,718.31	7,340.79	377.52
2202 Loan Payable - short-term	61,526.31	61,526.31	0.00
Total Other Current Liabilities	\$95,629.81	\$114,300.78	\$ -18,670.97
Total Current Liabilities	\$98,486.63	\$133,025.89	\$ -34,539.26
Long-Term Liabilities			
2501 Construction Loan Payable	415,722.81	415,722.81	0.00
Total Long-Term Liabilities	\$415,722.81	\$415,722.81	\$0.00
Total Liabilities	\$514,209.44	\$548,748.70	\$ -34,539.26
Equity			
2998 Unrestricted Net Assets	447,957.24	448,457.24	-500.00
2999 Restricted Net Assets	4,500.00	4,000.00	500.00
Net Revenue	90,602.04	-87,038.18	177,640.22
Total Equity	\$543,059.28	\$365,419.06	\$177,640.22
TOTAL LIABILITIES AND EQUITY	\$1,057,268.72	\$914,167.76	\$143,100.96

Pullman Community Montessori

Statement of Cash Flows

October - December, 2021

	OCT 2021	NOV 2021	DEC 2021	TOTAL
OPERATING ACTIVITIES				
Net Revenue	-31,924.71	-58,144.30	177,640.22	\$87,571.21
Adjustments to reconcile Net Revenue to Net Cash provided by operations:				\$0.00
1100 Accounts Receivable (A/R)	15,257.88	2,959.32	-61,270.09	\$ -43,052.89
1150 Prepaids & Other Assets	2,039.06	2,039.06	2,039.06	\$6,117.18
2100 Accounts Payable	-101,931.53	-1,945.52	-15,868.29	\$ -119,745.34
2101 Accrued Accounts & Payroll Payable	-1,445.04	3,405.89	-6,769.64	\$ -4,808.79
2155 Retirement Payable - DRS	-508.52	10,942.12	-11,038.11	\$ -604.51
2156 Health Insurance Payable - SEBB	6,871.00	-4,629.50	-1,173.50	\$1,068.00
2157 HSA/FSA/DCAP Payable - SEBB	160.00	0.00	-160.00	\$0.00
2158 LTD Payable	89.34	89.34	92.76	\$271.44
2171 Use Tax Payable	-13.38		377.52	\$364.14
Total Adjustments to reconcile Net Revenue to Net Cash provided by operations:	-79,481.19	12,860.71	-93,770.29	\$ -160,390.77
Net cash provided by operating activities	\$ -111,405.90	\$ -45,283.59	\$83,869.93	\$ -72,819.56
INVESTING ACTIVITIES				
1501 Fixed Assets-Capitalized Equipment			-5,537.36	\$ -5,537.36
1503 Fixed Assets-Leasehold Improvements			-6,622.00	\$ -6,622.00
1510 Facilities - In Progress		-40,571.11		\$ -40,571.11
Net cash provided by investing activities	\$0.00	\$ -40,571.11	\$ -12,159.36	\$ -52,730.47
FINANCING ACTIVITIES				
2501 Construction Loan Payable		40,573.00		\$40,573.00
2998 Unrestricted Net Assets			-500.00	\$ -500.00
2999 Restricted Net Assets			500.00	\$500.00
Net cash provided by financing activities	\$0.00	\$40,573.00	\$0.00	\$40,573.00
NET CASH INCREASE FOR PERIOD	\$ -111,405.90	\$ -45,281.70	\$71,710.57	\$ -84,977.03

Pullman Community Montessori

2021-22 Budget vs. Actuals

September - December, 2021

	TOTAL			
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
Revenue				
3100 Local donations	3,488.79	25,000.00	-21,511.21	13.96 %
3199 Local revenue - misc		7,050.00	-7,050.00	
3501 Interest Income (Private)	0.07		0.07	
3520 Private Foundations / Grants	105,000.00	241,000.00	-136,000.00	43.57 %
4000 General Apportionment	306,296.87	989,953.75	-683,656.88	30.94 %
4021 Special Education - General Apportionment	7,440.26	24,001.51	-16,561.25	31.00 %
4121 Special Education - State	38,072.58	122,818.22	-84,745.64	31.00 %
4155 Learning Assistance	5,034.58	29,741.78	-24,707.20	16.93 %
4165 Transitional Bilingual		6,342.80	-6,342.80	
4174 Highly Capable		2,641.54	-2,641.54	
4199 Transportation		18,674.92	-18,674.92	
4258 State Miscellaneous Revenue	11,520.00		11,520.00	
5101 Title 1		16,345.00	-16,345.00	
5102 Title 2		1,316.00	-1,316.00	
5124 Federal SPED - IDEA		11,985.00	-11,985.00	
5198 Federal - School Food Services (NSLP)	10,388.50	92,315.52	-81,927.02	11.25 %
5199 Federal - Misc Grants	9,802.08	105,720.00	-95,917.92	9.27 %
5200 Federal - CSP	116,468.85	154,303.85	-37,835.00	75.48 %
Total Revenue	\$613,512.58	\$1,849,209.89	\$ -1,235,697.31	33.18 %
GROSS PROFIT	\$613,512.58	\$1,849,209.89	\$ -1,235,697.31	33.18 %
Expenditures				
6005 Certificated - Executive Management	30,416.68	90,000.00	-59,583.32	33.80 %
6010 Certificated - Instructional Management	26,666.70	80,000.00	-53,333.30	33.33 %
6106 Classified - Operations Staff	14,833.36	45,000.00	-30,166.64	32.96 %
6190 Classified - Other - Non -Instructional	10,490.68	14,720.00	-4,229.32	71.27 %
6198 Classified - Lunch Staff	10,494.36	20,000.00	-9,505.64	52.47 %
6270 Certificated - Teachers - Regular	70,652.41	264,501.04	-193,848.63	26.71 %
6271 Certificated - Teachers - Substitutes	2,374.70		2,374.70	
6275 Certificated - Teachers - SPED	21,499.70	64,499.00	-42,999.30	33.33 %
6373 Classified - Aides - Regular	33,875.80	91,833.33	-57,957.53	36.89 %
7051 Social Security/Medicare/FUTA	13,021.88	55,320.65	-42,298.77	23.54 %
7052 Worker's Compensation Insurance	1,790.45	6,705.53	-4,915.08	26.70 %
7053 State Unemployment	2,344.04	9,254.15	-6,910.11	25.33 %
7054 Paid Family Medical Leave		1,676.38	-1,676.38	
7055 Retirement Contribution - DRS	28,923.99	83,902.17	-54,978.18	34.47 %
7056 Health Insurance - SEBB	47,432.00	151,008.00	-103,576.00	31.41 %
8005 Audits		18,000.00	-18,000.00	
8010 Legal		5,000.00	-5,000.00	
8015 Oversight Fee (3%)	10,705.33	35,825.24	-25,119.91	29.88 %
8035 Payroll & Accounting Services	32,000.00	96,000.00	-64,000.00	33.33 %
8040 Special Ed Services	17,488.54	38,020.00	-20,531.46	46.00 %

Pullman Community Montessori

2021-22 Budget vs. Actuals

September - December, 2021

	TOTAL			
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
8050 Contracted Services - Tech		20,000.00	-20,000.00	
8051 Contracted Services - Program Support / PD	4,866.64	17,500.00	-12,633.36	27.81 %
8052 Contracted Services - Instructional		11,250.00	-11,250.00	
8053 Contracted Services - Misc		9,500.00	-9,500.00	
8054 Contracted Services - Afterschool	10,760.75	37,070.00	-26,309.25	29.03 %
8055 Printing	270.23	5,000.00	-4,729.77	5.40 %
8060 Dues & Memberships	1,712.00	1,470.00	242.00	116.46 %
8505 Board Expenses	3,333.32	11,250.00	-7,916.68	29.63 %
8510 Classroom / Teaching Supplies & Materials	19,838.75	61,000.00	-41,161.25	32.52 %
8515 Special Ed Supplies & Materials	46.08	6,345.00	-6,298.92	0.73 %
8520 Textbooks / Workbooks		7,050.00	-7,050.00	
8526 COVID-19 Expenses	592.22		592.22	
8530 Equipment / Furniture	7,708.26	58,000.00	-50,291.74	13.29 %
8535 Telephone / Internet	2,817.93	7,680.00	-4,862.07	36.69 %
8540 Technology - Hardware	2,410.26	14,701.00	-12,290.74	16.40 %
8541 Technology - Software	10,269.16	27,591.00	-17,321.84	37.22 %
8545 Student Testing & Assessment		7,030.00	-7,030.00	
8550 Student Activities - Field Trips		8,930.00	-8,930.00	
8561 Student Activities - Clubs		2,350.00	-2,350.00	
8564 Bank & Payment Processing Fees	96.12		96.12	
8565 Office Expense	2,080.75	7,000.00	-4,919.25	29.73 %
8570 Staff Development	1,698.71	4,950.00	-3,251.29	34.32 %
8575 Staff Recruitment	20.25	2,000.00	-1,979.75	1.01 %
8580 Student Recruitment / Marketing	394.73	3,000.00	-2,605.27	13.16 %
8585 School Meals / Lunch	17,621.15	106,278.02	-88,656.87	16.58 %
8590 Travel (Staff)		2,500.00	-2,500.00	
8595 Fundraising	454.05	6,250.00	-5,795.95	7.26 %
8599 Transportation (student)		39,600.00	-39,600.00	
8630 Prior Year Expenses - Not Accrued (deleted)		44,185.32	-44,185.32	
9005 Insurance Expense	3,486.34	12,500.00	-9,013.66	27.89 %
9010 Janitorial	877.41		877.41	
9015 Building and Land Rent / Lease	56,437.01	154,992.94	-98,555.93	36.41 %
9020 Repairs & Maintenance Bld	107.80	3,000.00	-2,892.20	3.59 %
9030 Security Services		2,500.00	-2,500.00	
9045 Interest Expense		20,250.00	-20,250.00	
Total Expenditures	\$522,910.54	\$1,893,988.77	\$ -1,371,078.23	27.61 %
NET OPERATING REVENUE	\$90,602.04	\$ -44,778.88	\$135,380.92	-202.33 %
Other Expenditures				
9050 Depreciation		94,883.00	-94,883.00	
Total Other Expenditures	\$0.00	\$94,883.00	\$ -94,883.00	0.00%
NET OTHER REVENUE	\$0.00	\$ -94,883.00	\$94,883.00	0.00 %
NET REVENUE	\$90,602.04	\$ -139,661.88	\$230,263.92	-64.87 %

Pullman Community Montessori

2021-22 Budget vs. Actuals

September - December, 2021



Pullman Community Montessori FY 21-22 Budget Status Report December 2021

	Total			
	Actual	Budget	Over/(Under) Budget	% Received / Spent
Revenue				
Local Support	3,488.79	32,050.00	-28,561.21	10.89%
State Revenue - General	306,296.87	989,953.75	-683,656.88	30.94%
State Revenue - Special Purpose	62,067.42	204,220.77	-142,153.35	30.39%
Federal Revenue	136,659.43	381,985.37	-245,325.94	35.78%
Grants & Other Sources	105,000.07	241,000.00	-135,999.93	43.57%
Total Revenue	\$ 613,512.58	\$ 1,849,209.89	-\$ 1,235,697.31	33.18%
Gross Profit	\$ 613,512.58	\$ 1,849,209.89	-\$ 1,235,697.31	33.18%
Expenditures				
Salaries	221,304.39	670,553.37	-449,248.98	33.00%
Personnel Taxes & Benefits	93,512.36	307,866.88	-214,354.52	30.37%
Contracted Services	75,821.26	288,165.24	-212,343.98	26.31%
School Operations	71,363.97	389,975.02	-318,611.05	18.30%
Facility Operations & Maintenance	60,908.56	288,125.94	-227,217.38	21.14%
Total Expenditures	\$ 522,910.54	\$ 1,944,686.45	-\$ 1,421,775.91	26.89%
Net Operating Revenue	\$ 90,602.04	-\$ 95,476.56	\$ 186,078.60	-94.89%
Net Revenue	\$ 90,602.04	-\$ 95,476.56	\$ 186,078.60	-94.89%

AUDITING OFFICER CERTIFICATION AND APPROVAL
(CHAPTER 42.24 RCW)

I, the undersigned, do hereby certify under penalty of perjury for the following vouchers, that the materials have been furnished, the services rendered or the labor performed as described herein and that the claim is a just, due and unpaid obligation against Pullman Community Montessori, and that I am authorized to authenticate and certify so said claim.

Pullman Community Montessori General Fund

October AP register totaling: \$81,777.65

Pay dates within 12/1/21 - 12/31/21

Board Date 01/25/22

Signature of Auditing Officer

Date

Pullman Community Montessori

Bill Payment List

December 2021

DATE	NUM	VENDOR	AMOUNT
1000 Banner Bank x4353 - PUBLIC Checking			
12/01/2021	EFT	Joule Growth Partners	-8,000.00
12/01/2021	EFT	Friends of Gladish	-13,992.14
12/02/2021		First Step Internet	-300.00
12/02/2021		MeTEOR Education, LLC	-1,576.06
12/07/2021		WSIPC	-1,056.60
12/08/2021	EFT	Great American Insurance Group	-605.95
12/15/2021	EFT	Friends of Gladish	-650.48
12/15/2021	EFT	Friends of Gladish	-14,192.14
12/17/2021		Benjamin Heft	-298.36
12/16/2021		Buffalo Cloud Consulting, LLC	-975.00
12/16/2021		Ccooper Services	-125.00
12/16/2021		FIRST Insurance Funding	-276.56
12/16/2021		Fork Refrigeration, Inc	-187.84
12/17/2021		John Klein	-99.08
12/16/2021		NEWESD 101	-3,625.00
12/16/2021		PresenceLearning, Inc	-2,873.93
12/16/2021		Smartsheet Inc	-805.27
12/16/2021		Terry's Dairy, Inc	-1,386.00
12/16/2021		Tribune Publishing Company	-77.52
12/16/2021		WA State Charter Schools Association	-395.00
12/16/2021		YMCA of the Palouse	-827.75
12/29/2021	EFT	Friends of Gladish	-6,622.00
12/29/2021	EFT	Friends of Gladish	-2,203.84
12/30/2021		Alison's Montessori	-4,840.13
12/30/2021		Ccooper Services	-125.00
12/30/2021		First Step Internet	-300.00
12/30/2021		HCA-SEBB Benefits	-14,044.00
12/31/2021		American Montessori Society	-1,317.00
Total for 1000 Banner Bank x4353 - PUBLIC Checking			\$ -81,777.65

**Pullman Community Montessori
Payroll Summary**

Dec-21



Pay Code Totals

Custodian	-
Kitchen Staff	2,943.23
Office Administration	7,478.34
School Administration	16,666.64
Special Education Staff	6,620.52
Student Support Staff	4,609.15
Substitute Teacher	1,864.37
Teacher	20,214.61
Total	60,396.86

Deduction Totals

State Pension	4,486.06
State Employees Benefits Board	820.00
Supplemental LTD	92.76
Wage Garnishments	-
Federal Income Tax	4,051.80
Social Security	2,913.13
Medicare	859.24
Health Savings Account	320.00
WA Workers' Comp Insurance	223.85
WA Family and Medical Leave Insurance	153.00
Total	13,919.84

Benefits Totals

State Pension	7,905.78
State Employees Benefits Board	13,552.00
Social Security	2,913.13
Medicare	859.24
WA SUI	577.24
WA EAF	8.75
WA Family and Medical Leave Insurance	-
WA Workers' Comp Insurance	460.98
Total	26,277.12

Direct Deposit Total **46,477.02**

Financial Roles Grounding

What is the role of the Finance Committee?

The Finance Committee (FC) will meet a week in advance of the monthly board meeting. This will allow the accountant (Liesbeth at Macbooks) and Joule Growth Partners to prepare financial documents that need to be distributed to the FC for review. The FC will review all materials and serve as an internal control mechanism.

As FC members expertise is financial and business focused, they will take point on reviewing materials, asking questions fielded by Joule and the HOS, checking for compliance, and preparing recommendations for the Board. Recommendations will be outlined in the FC Committee minutes and will need to be reviewed by Trustees prior to the board meeting. All necessary items to review will be included in meeting packets.

Role of the FC: What this translates to for the board

The formal FC's responsibilities are outlined [HERE](#).

A note on financial reports and training: Joule Growth Partners has worked diligently to create usable and readable financial documents for Charter school boards. There is a high level of inefficiency and confusion ingrained in adapting the presentation format of financial materials to the individual preferences of a FC or individual board members. This can be particularly true if members decide not to renew their 2-year terms. For this reason, with our core values "we are LEADERS" and norms in mind, PCM will work with Joule to train all FC and board members to read the financial reports as presented. We ask that all committee and Board members stretched their cognitive limits and comfort zones to adapt to learn potentially new ways of examining materials. These formats have been field tested by Joule and will only be adapted if there is overwhelming evidence there is a more functional format for the collective Board.

What financial documents will the Board generally be presented with:

1. **Dashboard** (high level view of main metrics)
2. **Balance Sheet:** Balance Sheet \square Assets = Liabilities + Equity. Provides a single point in time view of the PCM's financial position while presenting what the school owns versus owes.
3. **Profit & Loss Statement/Income Statement:** Provides a view over time of the revenues, costs, and expenses incurred.
4. **Budget vs. Actual Report:** Provides viewers a snapshot of how well management is doing at meeting the original budget goals for the year.

HW BEFORE OUR FEBRUARY BOARD MEETING:

To orient yourself examples of good governor questions please reference [this questions document](#).

By February 9th please email me and indicate which one of the questions you do not know (if you don't know any that is fine). This will help me identify how to structure the training for the board.

Coversheet

Updated Enrollment Policies & Procedures for the 2021-22 school year

Section: V. Enrollment Policies and Procedures 2022-23
Item: A. Updated Enrollment Policies & Procedures for the 2021-22 school year
Purpose: Vote
Submitted by:
Related Material: PCM Enrollment Policy & Procedures (2022-23) - UD.docx



PULLMAN PUBLIC COMMUNITY FREE MONTESSORI K-9

ENROLLMENT POLICY AND PROCEDURES

(2021-22/2022-23)

Pullman Community Montessori (PCM) is a public school (tuition-free, not for profit, open enrollment) accessible to all students. Pursuant to Washington State law, PCM may not limit admission on any basis other than age, grade level, or enrollment capacity in a grade level and must enroll all students who apply within these parameters. If capacity within a grade level is insufficient to enroll all students who apply, enrollment will be determined by lottery as described later in this document.

PCM's model is personalized to students' needs and prepares them—through rigorous academics, a robust social-emotional program, and career and life skill development—to ensure every student has the opportunity, skills, and mindset to be successful in college, career, and life. We rely on a data-driven, developmental, place-based Montessori program to achieve this goal and retain students love of learning. We are deeply committed to guiding students to be self-empowered lifelong learners, global citizens, environmental stewards, and compassionate and collaborative leaders, bringing positive changes to their communities and the world!

PCM actively engages families from Pullman and surrounding communities to consider our program. All PCM staff work diligently to ensure that all students have equal opportunity to apply to and be enrolled at PCM. We encourage families to read and understand our PCM Community Handbook and schedule a school tour before enrolling to ensure families fully understand the choice they are making to partner with the school.

ENROLLMENT PROCEDURES

Receipt and processing of enrollment forms

Families may submit enrollment forms via our online enrollment platform Transparent Classroom. A link to this program is on the homepage of our website and is also available on the enrollment tab along the top of the page. Families will be required to establish [an a Transparent Classroom](#) account and will use this platform for all other enrollment processes.

Families who do not have internet access, or the ability to complete the application process on their own, are encouraged to [come to call](#) the main office of the school and PCM staff will assist them with setting up an account online and getting their student registered. Paper copies [of the application form](#) have been translated into the top three languages ([Arabic](#), [Mandarina](#), [Spanish](#)) represented in our community and will be distributed during community events, enrollment fairs, and are available in the main office for families who need/prefer them. [Please contact the main office if translation to another language is preferred.](#)

If a receipt of enrollment confirmation is not received within 24 hours, families should contact the main office.

PCM will provide ample time and opportunity to families to elect to enroll in PCM. The only admissions protocol is that families wishing to attend PCM must follow enrollment procedures and deadlines for submitting forms and materials.

PCM's enrollment window will open from ~~September 15-21, 2020-2021~~ through ~~February 15-March 4, 2021-2022~~. The table below outlines critical deadlines for the enrollment and lottery process (if needed).

Summary of Key Enrollment and Lottery Dates	
Event	Deadline
Enrollment application made public	September 15 November 21, 2020 2021
Enrollment application due	February-March 15-18, 2021-2022 , 2022, 5:00-3:30 PM
Public lottery (if needed)	February-March 22-27, 2021-2022 <i>Gladish Community and Cultural Center View Room, 14:00-15 PM</i>
School notifies admitted students by	February-March 26-28 10, 2021-2022 , 5:00 PM
Intent to Enroll form due	March 5 15, 2021-2022 , 5:00-3:30 PM
Enrollment packet due	March 15-18 April, 29, 2021-2022 , 5:00-3:30 PM
Conversion to <i>Rolling Enrollment</i> if waitlist is empty AND space is available within a given grade level.	

Lottery

Should there be more applicants than seats available within a given grade band, PCM will hold a public admissions lottery on ~~February 22-24~~~~March 7, 2021-2022~~ in accordance with Washington State law. In this situation, new enrollment in PCM will be determined by lottery. Families are not required to attend but the process is open to the entire public. For transparency purposes, PCM will secure a neutral, non-affiliated observer to oversee the random lottery process for PCM admission.

As required by Washington State law, the school will give an enrollment preference to siblings of already enrolled students (detail provided in the Enrollment Preferences section). After the lottery is complete, all parents will be notified of the results by 5:00 PM ~~February 26-28~~~~March 10, 2021-2022~~.

After parents have been notified their student has a seat in the school, they will have until 5:00-3:30 PM on March 5-15, 2021-2022 to submit an Intent to Enroll form. Between ~~February 26-28~~~~March 10th and March 15th~~ ~~and March 5-4~~, PCM will attempt to verify personally with each parent, by phone or at home, if they intend to accept a seat at the school and encourage them to submit their Intent to Enroll form by the deadline. If PCM is unsuccessful in

contacting the family for verification, the family will then give up the seat and be placed on the waitlist. If there are still seats available after the Intent to Enroll Form deadline, PCM will begin accepting students on the waitlist. After all seats have been assigned, the waitlist will be utilized for the remaining students who have registered in the event that a seat should open up. In all cases, PCM will adhere to any and all schedules and requirements pursuant to Washington State law concerning the recruitment and enrollment of students.

Families who've submitted an Intent to Enroll form will receive digital Enrollment Packet materials through Transparent Classroom and a paper copy of PCM's Community Handbook. If materials are needed in a language other than English, families can inform the main office and materials will be translated to the desired language. All [distributed](#) Enrollment Packet materials must be submitted by ~~March 15~~[April 29, 2021-2022](#) by ~~5:00~~[5:00:30](#) PM. Between ~~March 10-14~~[15th](#) and ~~March 15~~[April 29th](#), PCM will attempt to verify submission of all Enrollment Packet material, by phone or at home, and encourage parents to submit their materials by the deadline. If PCM is unsuccessful in contacting the family and does not receive the Enrollment Packet materials by the deadline, the family will then give up the seat and be placed on the waitlist. If there are still seats available after ~~March 15~~[18](#), PCM will begin accepting students on the waitlist. After all seats have been assigned, the waitlist will be utilized for the remaining students who have registered in the event that a seat should open up. In all cases, PCM will adhere to any and all schedules and requirements pursuant to Washington State law concerning the recruitment and enrollment of students.

If capacity is not reached by the Application deadline on ~~February 15~~[March 4th](#), students will be enrolled to the school on a rolling basis. If and when the number of students surpasses the number of seats, students that submit an application after capacity is reached will be added to a waitlist in the order that the school receives their application.

PCM does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained guide dog or service animal. PCM's "Discrimination/Harassment Policy" complies with the requirements of Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act of 1990, and other applicable federal and state laws.

Enrollment Preferences

Guiding principles behind PCM's opt-in enrollment preferences. PCM's Board of Trustees and staff are committed to equal access regardless of a student's race, socio-economic status, or level of academic skill. We believe all students should be enculturated in an environment of high expectations and prepared through rigorous, whole-child education. Our recruitment efforts and the following lottery preferences help support our commitment to ensure our student population reflects the racial, ethnic, and socioeconomic demographic makeup of our local

schools and that at-risk student populations receive ample opportunity to attend PCM. All preferences are subject to authorizer approval.

As allowed by Washington State law, PCM will grant the following enrollment preferences ~~subject to theas approved by its approval of the~~ authorizer ([the Washington State Charter School Commission](#)) and any other guiding bodies.

1. Siblings of currently enrolled students (ALL public schools hold this preference)

- These students will receive an absolute preference and will automatically be offered a spot in the school if space is available in the grade level. If space is not available, the program will randomize all siblings in the same grade level and generate a sibling waitlist for the next available seat.
- Siblings who are newly attending PCM together will only generate a preference after one of the siblings is selected during the lottery process of that school year.
- Siblings of students who have graduated from PCM, or left the school, will not be granted a “legacy” preference, or a preference for having a sibling who has previously attended.

Sibling Definition:

A sibling is defined at PCM, in regard to enrollment, as two or more individuals having one or both legal parents/guardians in common. Students who are being fostered by a family will not be granted the sibling preference until legal guardianship has been awarded to the family. Due to its impact in our lottery, families may be asked to verify a sibling relationship between two individuals. If it is later found that no relationship exists, the students involved would be moved to the bottom of our waitlist and their seats would be offered to the next students on the waitlist. If a family refuses to submit documentation to allow us to verify, the preference will be withheld until such documentation is presented to the school.

Students who do not qualify for the sibling definition will all be placed in a lottery for enrollment for the remaining available seats in each grade level. Some students will receive a preference in the lottery if they meet one of the criteria mentioned below. All applicants who do not qualify for a preference on the list below will have their names entered once in the lottery. **For a point of clarification, the list below are preferences and DO NOT guarantee enrollment at PCM, the preferences simply increase the likelihood of a student being selected in the general lottery [if one is required](#).**

2. Students of PCM staff

- Children (in legal custody) of contracted full-time staff members will be given an 8:1 preference in the lottery. This decision was made by PCM’s Board of Trustees to show good faith in our program and to reduce the logistical challenges of staff members with children trying to match schedules of schools with different lengths of day and

school year. In addition, it aligns to our goal of having staff representative of the anticipated student population.

3. Students from economically disadvantaged families

- Economically disadvantaged family will be defined, for this purpose, as families who qualify for federal free or reduced-price meals. Students fitting this description by the deadline will be given a 5:1 preference in the lottery.
 - To be considered, this status needs to be indicated on the application materials submitted by the Application Submission deadline. Status will be confirmed via a completed and approved Meal Application form submitted in the summer prior to the beginning of the school year.

All preferences will be based on information provided to PCM on the original enrollment application. Any family that omits information that would have qualified them for a preference prior to the lottery running will be subject to the general lottery and will not receive that preference after the enrollment window closes. Any family found to have submitted false information in order to gain a preference in the lottery will lose their spot and opportunity for enrollment during the upcoming school year. All applicants who do not qualify for a preference will have their name entered once in the lottery for consideration.

LOTTERY PROCESS

The Lottery will be governed by the following rules:

- I. All students who fit the criteria, as established by Washington State law, who applied during the open enrollment window, and who do not qualify for the sibling definition, are placed in the lottery for either available seats or to be on a waitlist if no seats are currently available.
- II. Preferences will be determined based on information received in the student's application to the school.
- III. The Head of School at PCM will run the lottery and will generate enrollment lists. A representative from our Board of Trustees and a neutral, non-affiliated observer, will be present to observe the lottery to ensure accuracy and fairness.
- IV. After the available slots are filled, the [Transparent Classroom school's enrollment](#) platform will develop waitlists with the remaining students in each grade level.
- V. If, following the lottery, it is identified that families have submitted false information to gain an advantage in the lottery, or admission to PCM outside of the aforementioned age/grade guidelines, that student will be removed from PCM and their application will no longer be valid for the school year. The family may reapply in a subsequent year.

Notification and Acceptance

Families will be notified of the official results following the lottery through the account they set up in Transparent Classroom and/or a phone call.

Families will have ~~five~~ ~~four~~ ~~five~~ (545) days following the lottery notification to accept their offer for enrollment by submitting an Intent to Enroll form (March ~~5~~ ~~4~~ ~~15~~th ~~by~~ ~~53:00~~ ~~303:30~~ PM). During the days leading up to this deadline, PCM will attempt to verify personally with each family via Transparent Classroom and phone whether they are accepting the offer and enrolling their child at our school. If we are unsuccessful in contacting the family for verification during that ~~545~~-day window, we will then offer that student's seat to the next student on the waitlist at ~~45:00~~ ~~by~~ ~~3:30~~ PM ~~on March 16th~~ ~~on March 4~~ ~~the fifth day~~.

Waitlist

After all seats have been assigned, a waitlist will be established for the remaining students who have registered in the event that a seat should open up. Once the lottery is complete, PCM will no longer accept applications on a rolling basis. The only exception to this would be if a grade level was not full, we didn't have students on a waitlist for that grade, and we decided to reopen the window.

MOVEMENT ON THE WAITLIST

The waitlist for each respective grade level will be created immediately following the lottery process for all applicants who did not receive a spot at PCM during the lottery. When spots become available in a grade level, the first waitlisted student will be called and offered the spot. This family will have until ~~4:00~~ ~~3:30~~ PM on the second (~~2~~nd) day following the offer to accept the spot before it is offered to the next student on the list. **Waitlists for PCM will not carry over from school year to school year. If a family is on the waitlist from a previous school year, they will need to reapply for the following school year.**

WITHDRAWAL AND RE-ENROLLMENT

If a student formally withdraws from PCM at any point following registration, they can only be readmitted by resubmitting an application during an open-enrollment period. Such student(s) will be placed at the bottom of the waitlist upon expressing a desire to re-register.

~~EXPULSION OF A STUDENT FROM PCM~~

~~PCM does not use expulsion as a primary means of discipline. In the rare event that a student is expelled, and due process has occurred, and the student wants to re-enroll, they must complete the re-enrollment process outlined in the school's Discipline Policy prior to being eligible to return to school.~~

STUDENT WITHDRAWAL AND TRANSFERS

Withdrawal: If a parent wishes to withdraw or transfer a student from the school, it is the parent's responsibility to notify the Head of School. In some cases, the Head of School may want to meet with the student's parents as well. In addition, the student must follow the returning student policy if they wish to return to the school. Students will not receive official transcripts until all school materials are returned and any fees are paid. PCM will [offer to](#) conduct exit interviews with families to collect feedback and data about withdrawal reasons.

Transfer: The school will NOT restrict the ability of parents/guardians to exit a particular school, apply for admission at any other school, enroll at another school, or maintain a waitlist slot at another school.

HOMELESS STUDENTS

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students. A homeless student is defined as a person between the ages of two and eighteen who lacks a fixed, regular, and adequate nighttime residence and may:

- Live in an emergency or transitional shelter; abandoned building, parked car, or other facility not designed as a regular sleeping accommodation for human beings.
- Live “double-up” with another family, due to loss of housing stemming from financial problems (e.g., loss of job, eviction or natural disaster).
- Live in a hotel or motel.
- Live in a trailer park or campsite with their family
- Have been abandoned at a hospital.
- Be awaiting foster placement in limited circumstances.
- Reside in a home for school-aged, unwed mothers or mothers-to-be if there are no other available living accommodations.
- Be a migratory or abandoned, runaway, or throwaway youth that qualifies as homeless because they are living in circumstances described above.

The law requires the immediate enrollment of homeless students. PCM will not delay or prevent the enrollment of a student due to the lack of school or immunization records. It is the responsibility of the new school to request all necessary documents from the previous school and refer parents to all programs and services for which the student is eligible.

GRADE PLACEMENT UPON ENROLLMENT

Montessori groups students into developmentally appropriate age groupings as follows:

Developmentally Appropriate Age Groupings		
Age grouping	Grade	Typical Age
Stand-Alone Kindergarten	K	5-6 years old
Lower Elementary	1 st – 3 rd	6-9 years old
Upper Elementary	4 th – 6 th	9-12 years old
Adolescent Community Program	7 th – 9 th	12-15 years old

PCM uses evaluations combined with age to determine grade designation. PCM conducts academic diagnostics on all students who are enrolling for the first time. Following these assessments, students age will be considered. These metrics will help to ensure the student is placed in the appropriate age grouping and assigned the appropriate grade designation. [This information is never used to screen a student's fit for the PCM program, only to identify the appropriate grade designation for the student.](#)

Kindergarten:

Students wishing to enter the lottery for kindergarten must turn five (5) years old on or before August 31st. If a student is accepted during the lottery and it is discovered during the enrollment process that the student's birthday does not meet this requirement, that student will lose their spot and will need to reapply for the following school year.

Students who have already successfully completed kindergarten at a different school may be allowed or asked to repeat kindergarten at PCM based on their observed level of readiness during the first three (3) weeks of school.

Some districts offer the opportunity for four-year-olds to 'prove their ability' to enroll in kindergarten early through testing. We do not participate in this practice at PCM.

Grade Skipping:

Students will not be allowed to skip a grade between their previous school and attending PCM. For example, if a student completes 4th grade at their previous school and applies for 6th grade at PCM, PCM staff would instead enroll that student in 5th grade, if room is available in that grade level.

Age Range Guidance: What grade level to apply to

Students may not be more than one year older than a typical student in a grade level. For example, a student typically turns the age of 12 at some point during his/her 6th grade year. PCM would accept an application for a 6th grader turning 13 during the school year, but not 14, regardless of the circumstances. This student would be asked to apply to 7th grade instead.

Coversheet

Legislative Update

Section: VI. Other Business
Item: A. Legislative Update
Purpose: FYI

Submitted by:

Related Material:

2021 Charter School Report_Summary_010722_22017nxhue2iiohcncxbckzsxsxkt5.pdf

2021 Charter School Update_Presentation_22027nxhue2iiohcncxbckzsxsxkt5.pdf

CSC_SBE Authorization Memo.01102022_22024nxhue2iiohcncxbckzsxsxkt5.pdf



Charter Schools Report

2020-2021



Prepared by:
the Washington State Board of Education

DRAFT

ACKNOWLEDGEMENTS

The Washington State Board of Education (SBE) staff would like to acknowledge the support provided by the Washington State Charter School Commission (CSC) and Spokane Public Schools which worked collaboratively to ensure accurate student performance data and identify suggested amendments to statute to strengthen the state's charter schools.

The SBE also wishes to thank the Student Information Office staff at the Office of the Superintendent of Public Instruction (OSPI) for providing certain data to the Board about the Washington charter schools.

DRAFT

Please direct questions regarding this report to the following SBE staff:

Dr. Andrew Parr, Research Director
Washington State Board of Education
Andrew.Parr@K12.wa.us

DRAFT

Executive Summary

The Washington State's Charter School Act (RCW 28A.710) was enacted on April 3, 2016 for the primary purpose of allowing flexibility to innovate in areas such as scheduling, personnel, funding, and educational programs to improve student outcomes and academic achievement of "at-risk" student populations¹. A Washington charter school is a public school that is not a common school: a public alternative to traditional common schools. The first public charter schools began operating in Washington in fall 2016. In collaboration with the Washington State Charter School Commission (CSC), the State Board of Education (SBE) issues an annual report to the Governor, the Legislature, and the public, in accordance with RCW 28A.710.250.

This is the fifth annual report on the performance of the charter schools. RCW 28A.710.250 requires that the SBE, in collaboration with the CSC, include a recommendation regarding whether or not the legislature should authorize the establishment of additional charter public schools.

In addition to the reporting requirement immediately above, the information required to be included in the annual charter school report is as follows:

- The performance of the state's charter schools during the preceding school year, including a comparison of the performance of charter school students with the performance of academically, ethnically, and economically comparable groups of students in traditional public schools² (TPS),
- The State Board of Education's assessment of the successes, challenges, and areas for improvement in meeting the purposes of the Washington Charter Public Schools Act (RCW 28A.710), including the Board's assessment of the sufficiency of funding for charter schools, the efficacy of the formula for authorizer funding, and
- Any suggested changes in state law or policy necessary to strengthen the state's charter schools.

¹ RCW 28A.710.010 defines an "at-risk student" as one who has an academic or economic disadvantage that requires assistance or special services to succeed in educational programs. The term includes, but is not limited to, students who do not meet minimum standards of academic proficiency, students who are at risk of dropping out of high school, students in chronically low-performing schools, students with higher than average disciplinary sanctions, students with lower participation rates in advanced or gifted programs, students who are limited in English proficiency, students who are members of economically disadvantaged families, and students who are identified as having special educational needs.

² Traditional public school (TPS) students are those students whose primary school assignment is a public common school and who were not enrolled in a charter public school at any time during the year. The TPS abbreviation is that which is most commonly used in educational research differentiating between charter schools and non-charter schools.

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Key Findings on the Academic Performance of Charter Schools

The academic performance of charter school students in comparison to TPS students has been a great interest to academicians, educators, policymakers, and the public for more than 30 years. Like traditional public school students, the academic achievement of charter school students varies considerably across the nation, from state to state, by school level, by presence and nature of a management organization, and results differ for specific student groups. On average, the [evidence](#) from a myriad of studies indicates no difference in achievement on tests between students who attend a charter school and those who attend a TPS (Appendix A).

The meaningfulness and availability of most educational outcome data and other performance measures is greatly diminished because of the COVID pandemic. Many of the traditional educational outcome measures we rely on simply do not exist. Most notably, the physical closure of school buildings and cancellation or postponement of statewide summative assessments have all but eliminated most performance measures, while rendering other measures non-comparable to previous years.

Overall, students attending Washington charter schools perform similar to or a little better than similar students attending traditional public schools. The key findings listed below are derived in total from the five years in which charter schools have been in operation in Washington and not just the most recent year.

- For the most part, charter schools continue to serve higher percentages of systemically marginalized students as compared to the home school districts.
- Charter schools employ educators who are more likely to be a person of color, more likely to be less experienced, and more likely to be teaching out of endorsement.
- On average, the charter schools' Washington School Improvement Framework (WSIF) score is similar to or a little higher than the average WSIF score for the state.
- Graduation rates were reportable for three charter schools. The rates for two charter schools were similar to the state average and the rates for the other charter school were a little lower than the state average.
- On the most recent assessments (spring 2019), charter school students performed a little better than their TPS peer group on nearly all assessment and growth measures.
- Charter school students identifying as Hispanic/Latinx, students who are English learners, and students who qualify for the Free and Reduced Price Lunch program (FRL) consistently outperform their matched TPS peers.
- The percentage of charter school students regularly attending school is similar to or a little lower than the rate for the students in the home school districts.
- The percentage of first time, 9th grade, charter school students who earned credit for all courses attempted (9th Graders On-Track) is a little lower than the rate for the students in the home school districts.

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- The percentage of students not experiencing an exclusionary discipline event for the charter school students is similar to the rate for TPS students.

Key Developments Charter Schools

The Washington State Charter School Commission (CSC) and Spokane Public Schools continue as the only charter school authorizers in the state. The two authorizers oversaw 12 charter public schools operating in Washington during the 2020-21 school year (Table 1). Total charter public school enrollment increased to 3,712 K-12 students in the 2020-21 school year from approximately 3,165 students enrolled in public charter schools for the 2019-20 school year.

Table 1: shows some basic information for the charter schools operating for the 2020-21 school year.

School Name	Authorizer	Home District	Grades Served	Enrollment
Catalyst Public School	State Charter School Commission	Bremerton	K-6	167
Green Dot Rainier Valley Leadership Academy	State Charter School Commission	Seattle	6-12	158
Impact Puget Sound Elementary*	State Charter School Commission	Tukwila	K-3	415
Impact Salish Sea Elementary	State Charter School Commission	Tukwila	K-1	128
Lumen High School	Spokane Public Schools	Spokane	9-12	31
PRIDE Prep School	Spokane Public Schools	Spokane	6-12	722
Rainer Prep	State Charter School Commission	Highline	5-8	346
Spokane International Academy	State Charter School Commission	Spokane	K-8	599
Summit Atlas	State Charter School Commission	Seattle	6-12	509
Summit Olympus	State Charter School Commission	Tacoma	9-12	201
Summit Sierra	State Charter School Commission	Seattle	9-12	385
Innovations School (Willow)	State Charter School Commission	Walla Walla	6-8	51

Note: The home district is the school district in which the charter school is physically situated. Enrollment data is from the Washington State Report Card.

Spokane International Academy relocated to a site outside the boundaries of the Spokane Public Schools (Spokane PS), which necessitated a transfer of their authorization contract from

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Spokane PS to the Charter School Commission. The Board approved that transfer in 2020 effective for the 2020-21 school year.

Since the Charter School Act was passed in 2016, 24 charter schools have been authorized for operations. Of those 22 opened and as of the 2021-22 school year, 16 are currently operating, Five charter schools were opened and subsequently closed, one school chose not to re-open as a charter school after being classified an alternative learning experience (ALE), and two schools have yet to open for operations.

In the 2021 legislative session, the SBE supported legislation (HB 1195) to extend the time in which to approve additional charter public schools. If HB 1195 had passed, the timeframe for establishing up to 40 total charter schools would have been extended by five years into spring 2026.

Key Developments - Charter School Commission

In the summer after the 2020-21 school year, the Executive Director of the CSC departed the agency. The search for a suitable replacement is ongoing as the CSC and the candidate of choice could not come to agreement on the terms of employment in fall 2021. The CSC selected Ms. Krystal Starwich (CSC Deputy Director) to serve as interim Executive Director until a permanent Executive Director is selected. Other CSC developments include the following:

- Ten CSC authorized charter schools were in operation for the entire 2020-21 school year.
- In January 2021, the CSC renewed the charter contracts for another five years for Rainier Prep, Spokane International Academy, Summit Olympus, and Summit Sierra.
- The CSC approved Spokane International Academy to expand to grades 9-12 beginning in the 2021-22 school year.
- In May 2021 the CSC was notified of the voluntary closure of the Innovation (Willow) Charter School in Walla Walla due to lower than expected enrollment.
- 14 charter schools are currently in operation for the 2021-22 school year through CSC authorization.

Key Developments - Spokane Public Schools During the 2020-21 school year, Spokane Public Schools was the authorizer of two operating charter schools.

- PRIDE Prep continues to grow and add a new grade level each year.
- Lumen High School completed its first full year of operation.

Key Findings on the Analysis of Funding Efficacy

A cursory review of school and district revenues and expenditures might give the reader the impression that charter schools have substantially greater per student revenues, but this ignores key differences in how the costs are accounted for. Charter schools often seek out and receive significant grants to support start-up expenses, typically available for only a few years at most.

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Operating costs for charter schools generally include expenses that would be part of the capital budget for a TPS. For example, grant funds are often used to acquire space, renovate buildings, and purchase required school furnishings, and these monies are included in per student revenues but probably should not be included. In addition, the charter schools are ineligible for local levy funding. **Overall and when one-time grant monies are removed from the analysis, charter schools generally receive lower revenues than the home school districts.**

- The average total salary for charter school instructional staff is substantially lower than the salary allocation from the state.
- The average total salary for charter school instructional staff is substantially lower than the average total salary paid by the home school district.
- The state apportionment is similar for the charter school LEAs and the home school districts, but one-half of the charter school LEAs receive a lower state apportionment than the home school district.
- The average support from the Local and Other revenue source is approximately \$2,400 per student for the home school districts and is approximately \$105 per student for the charter school LEAs.

Draft Recommendations

In January 2021, the Board approved changes to Chapter 180-19 WAC to align rule to current policy or practice, correct references to law, improve readability of the rule, align rule to SBE's recommendations in the annual charter school report, and make other changes identified by staff in collaboration with authorizers. As adopted, the final rules streamline the application process for authorizers, transition to a performance based authorizer fee structure, and adjust reporting dates to align with recent legislation.

The [National Alliance for Public Charter Schools](#) ranks Washington's Charter School Act as the third strongest in the nation, but highlights two major weaknesses. First, the law includes a cap of 40 charter schools over the first five years after enactment of the Charter School Act. The window to authorize new charter schools closed in April 2021 and now, no new schools may be authorized. Second, the inequitable funding for students in public charter schools. These two weaknesses are central to the recommendations being made this year and in previous years.

Authorizing Additional Charter Schools

Since the enactment of the 2016 Charter School Act, new charter schools opened in each school year. This is evidence that parents and educators continue to seek out alternatives to traditional public schools for the purpose of finding the best educational fit for their children. The Charter School Act allowed for the authorization of up to 40 schools within the first five years of the Act. After a handful of charter schools closed in the previous years, 17 charter schools are operating

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in the 2021-22 school year. The count of operating charter schools is well below the cap of 40 schools authorized in statute. In the five years after enactment of the Charter School Act, the number of operating charter schools steadily increased, but at a rate lower than anticipated by the legislature. Currently, no new charter schools are allowed to be approved or authorized.

During the 2021 legislative session, Representative Dolan sponsored legislation (HB 1195) extending the timeframe for establishing up to 40 total charter schools by another five years. The bill died in committee in the 2021 legislative session but is expected to be reconsidered during the 2022 legislative session. No additional charter schools will be approved or authorized unless the legislature and the governor pass and approve legislation to do so.

DRAFT RECOMMENDATION 1: The SBE and CSC recommend that the window for authorization be extended to allow additional charter schools, up to 40 total, to operate in Washington.

Funding of Charter Schools

The SBE finds that charter schools face unique challenges with regard to funding due to lack of access to public funding for capital and lower appropriation per student due to a lack of access to local funding. The CSC continues to advocate for more equitable student apportionment and access to public funding for capital expenditures to ensure the sustainability of charter schools over time.

The SBE supports equitable funding for all Washington students in public schools. When the school apportionment model fails to include locally sourced levy funding for charter schools, charter school funding differs from and is lower than the funding of traditional public schools.

DRAFT RECOMMENDATION 2: The SBE recommends a close examination of the sufficiency of charter school funding and approaches used in other states in order to bring about equitable educational funding for all students.

Authorizer Oversight Fees and Usage

Another focus of recommendations over the last several years centers on the authorizer oversight fees. In January 2021 the SBE finalized rules authorizing the SBE to adjust the authorizer oversight fee rate in consultation with the charter school authorizers. After consulting with authorizers, the SBE set the authorizer oversight fee rate and three percent for the 2021-22 school year, a decrease from the rate of four percent used in the previous school year.

While consulting with charter school authorizers, three additional issues arose regarding the authorizer oversight fees. The legislature could consider taking action to address the three issues briefly described below.

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- Issue 1: Could it be allowable for authorizers to use the authorizer oversight fees for purposes other than those specified in statute, provided the other purposes directly benefit the charter schools under its authority?
- Issue 2: When a charter school contract is transferred from one authorizer to another, could it be allowable for the originating authorizer to transfer all or a portion of unused authorizer fees to the receiving authorizer?
- Issue 3: The oversight fee is an expenditure unique to the charter schools that is diverted from the state apportionment. It would be more equitable if the charter schools were to receive the full apportionment for its students and the authorizers receive their authorizer fees directly through a state funding stream.

DRAFT RECOMMENDATION 3: Explore options to create more flexibility in the use of authorizer fees and/or direct appropriation to cover charter school oversight costs.

Other Recommendations

The SBE anticipates a thorough review of the charter school rules and statutes in advance of the 2023 legislative session for the purpose of updating language and clarifying processes contained in statute and rule.

The SBE recommends a close examination the sufficiency of charter school funding and approaches used in other states, such as Colorado, New Mexico, and Utah, to learn more about those states' equitably funded charter school sectors.

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Appendix A: Performance of Charter Schools

Performance of Charter Schools

The first charter school opened in the upper mid-west nearly 30 years ago, and since then, the academic performance of charter school students in comparison to TPS students has been a great interest to academicians, educators, policymakers, and the public. Like traditional public school students, the academic achievement of charter school students varies considerably across the nation, from state to state, by school level, by presence and nature of a management organization, and results differ for specific student groups. **On average, the [evidence](#) from a myriad of studies indicates no difference in achievement on tests between students who attend a charter school and those who attend a TPS.**

Center for Research on Education Outcomes (CREDO) is one of the most credible entities researching charter schools. In 2013, CREDO published the [National Charter School study](#) on the academic performance of students attending charter schools. Using CREDO's matched peers³ methodology, the study found that students attending charter schools exhibit slightly higher levels of learning in reading and approximately the same level of learning in math as compared to their TPS peers. The 2019 report titled "[School Choice in the United States](#)" conducted by the National Center for Education Statistics found no measurable differences in the 2017 reading and math test scores between charter school and TPS students.

However, other evidence shows that urban charter schools serving systemically marginalized and low-income students following a "no excuses" philosophy have a demonstrable and positive impact on student outcomes. No excuses schools emphasize high academic and behavioral expectations, extended instructional time, and other prescribed educator practices. As did other studies of Boston, New York, and Denver charter schools, the CREDO 2013 study concluded that Black students, students from low-income households, and English learners appear to benefit most from attending charter schools. A body of work summarized in "[Charter Schools and the Achievement Gap](#)" concludes that a subset of charter schools that includes but is not limited to the "no excuses" schools yields significant and positive effects on educational outcomes.

In another important publication titled "[Urban Charter School Study: Report on 41 Regions](#)" by CREDO in 2015, the authors reported that Black and Hispanic/Latinx students, students from

³ The CREDO work relies on a peer-reviewed methodology utilizing a virtual control record (VCR) method of analysis. The VCR approach creates a "virtual twin" for each charter student who is represented in the data using student records that match the student's demographic and academic characteristics. Potential matches are obtained from traditional public schools that serve as "feeders". In many cases, the "virtual twin" is a composite of up to ten different students fitting the matching criteria. In theory, this "virtual twin" would differ from the charter student only on a single factor: attending a charter school.

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low-income households, English learners, and students receiving special education services all posted larger academic gains in urban charter schools as compared to their matched peers in urban TPS. The report provided evidence that low-income Black students and low-income Hispanic students posted much larger academic gains than their TPS peers.

In another summary of research ([The National Charter School Landscape](#)) concurred that the most successful charter schools are those serving low-income students, usually in urban areas. In this subset of charter schools, the effects are largest for students of color, low-income students, and those with special education needs. In addition, English learners with the lowest level of English proficiency make some of the largest gains on statewide assessments after enrolling in a charter school.

A just released [study](#) of the performance of charter school students compared to TPS students on the National Assessment of Student Progress (NAEP) over time found that charter school students are improving at a higher rate than TPS students are. The greatest gains for charter school students, relative to TPS students, are for Black students and students of low socioeconomic status.

In January 2019, CREDO released the preliminary results of a study on [the Charter School Performance in the State of Washington](#) covering the 2014-15, 2015-16, and 2016-17 school years. While acknowledging the challenges of reporting on a small number of schools and their short history of school operations, the authors concluded that on average, charter school students in Washington experience annual growth in reading and math similar to the educational gains made by their matched peers who enroll in the TPS the charter school students would otherwise have attended. The CREDO authors characterized the performance of the charter schools as promising but not yet definitive.

Later in January 2019, the SBE delivered the [second annual report](#) to the educational committees of the Legislature and the Governor on the academic performance of charter school students for the 2017-18 school year. The study followed a rigorous design, and similar to the CREDO study covering earlier school years, concluded that charter school students perform approximately the same as demographically similar TPS students on the statewide ELA, math, and science assessments.

The SBE delivered the [third annual report on Washington charter schools](#) to the Governor, the Legislature, and the public in January 2020. The report concluded that the performance of individual charter schools in comparison to the home district on statewide assessments varied, as some schools posted higher proficiency rates on the statewide assessments and others posted lower proficiency rates. Two charter schools reported adjusted cohort graduation rates and these were similar to or a little lower than the home district graduation rates. Likewise, the performance of charter schools on the Washington School Improvement Framework (WSIF) was limited and mixed.

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The SBE's third annual report also included the results of an SBE analysis showing that, as a group, charter school students posted scale scores similar to the scale scores achieved by demographically and academically similar TPS students on the ELA assessment, but higher scale scores than TPS students on the math and science assessments. The analysis yielded effect sizes showing that the effect associated with charter school enrollment was small to very small. The student growth percentiles (SGPs) for charter school students were mostly similar to or higher than the TPS student group.

In fall 2020, CREDO released an updated report titled [Charter School Performance in the State of Washington](#). Using assessment results through the 2017-18 school year, the CREDO researchers provide evidence that on average, Washington charter school students demonstrated annual academic growth in ELA and math similar to the growth of their matched peers in traditional public schools. Students from low-income households, Black, and Latinx student groups posted gains that were higher on average but statistically similar to the gains of their respective TPS peers. The CREDO researchers show that the academic growth made by English learners and Latinx English learners was different and higher than their TPS peers in ELA and/or math were.

Using a rigorous evaluation, the [SBE's fourth annual report](#) showed that, as a group, charter school students performed higher than the TPS student group on seven of the eight assessment and growth measures analyzed. In addition, charter school students identifying as Hispanic/Latinx, students who are English learners, and students who qualify for FRL (low-income) consistently outperformed their TPS matched peers. The analyses yielded effect sizes showing that the effect associated with charter school enrollment was very small to small.

In fall 2021, Harvard researchers released a [study](#) comparing the performance of students from charter schools to those of regular school districts on the National Assessment of Educational Progress (NAEP) administrations from 2005 to 2017. After adjusting for student background characteristics, the [test scores for students at charter schools](#) improved approximately one-third of a year's worth of learning [more than scores for students at district schools](#). The study also found that [Black/African American and Hispanic students and students from low-income households at charter schools](#) made greater gains (approximately one-half year worth of learning) than [students at regular public schools](#). The authors report that two-thirds of the [relative gain in the charter sector](#) cannot be explained by demography. The authors assert that the rate of change for the charter schools is greater either because the charter sector, relative to the district sector, is attracting a more proficient set of students in ways that cannot be detected by demographic characteristics, or because charter schools and their teachers are doing a better job of teaching students.



Charter School Report Update

Washington State Board of Education
January 20, 2022



Fast Facts

- 24 schools approved by two authorizers
- 22 have opened
- 5 have closed prior to the 2021-22 school year
- 1 opted to not reopen as a charter after being an ALE
- In 2020-21 school year
 - 12 schools operated
 - 3,700 (approx.) students were enrolled
- 16 schools are open for the 2021-22 school year
- Authority to authorize new schools ended in April 2021
- 2021-22 enrollment has not yet been reported on the Report Card



Charter Schools – Enrollment and Completions

Grade Level	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
KG	117	98	93	214	168	369
1	106	99	91	148	189	248
2	16	89	95	81	124	207
3	20	0	92	94	47	139
4	17	0	0	86	46	69
5	85	77	154	151	136	157
6	505	385	512	559	437	363
7	138	470	393	629	479	405
8	0	133	397	386	465	456
9	212	128	353	383	374	427
10	0	196	142	335	322	334
11	0	0	180	132	264	295
12	0	0	0	165	114	243
All Grades	1216	1675	2502	3363	3165	3712
Grads/Cohort	0	0	0	152/190	*33/38	*151/159

*Note: the numbers of 2020 and 2021 graduates do not reflect all of the charter schools due to the suppression of graduation data for one charter school in 2020 and two charter schools in 2021.



Reporting Requirements

- The performance of the state's charter schools during the preceding school year, which includes a comparison of the **performance of charter school students** with the performance of academically, ethnically, and economically comparable groups of students in traditional public schools,
- The SBE's assessment of the successes, challenges, and areas for improvement in meeting the purposes of the Washington Charter Public Schools Act (RCW 28A.710), including the Board's assessment of the **sufficiency of funding** for charter schools, the efficacy of the formula for authorizer funding, and
- Any suggested changes in state law or policy necessary to strengthen the state's charter schools.

This is the fifth annual report on the performance of the charter schools. RCW 28A.710.250 **requires that the SBE**, in collaboration with the Charter School Commission, **include a recommendation regarding whether the legislature should authorize the establishment of additional charter public schools.**



Overview of Findings

- Charter schools tend to serve **higher percentages** of systemically marginalized students as compared to their home school districts.
- Charter schools employ a **higher percentage** of educators who are people of color, but
 - Tend to have **less** teaching experience, and
 - Are **more likely** to be teaching out of endorsement
- Students attending Washington charter schools perform **similar to or a little better** than similar students attending traditional public schools.
- When one-time grant monies are removed from the analysis, charter schools generally receive **lower revenues** than the home school districts.



Academic Performance

Overall, students attending Washington charter schools perform similar to or a little better than similar students attending traditional public schools.

- On average, the charter schools' Washington School Improvement Framework (WSIF) score is **similar to or a little higher** than the average winter 2020 WSIF score for the state.
- Graduation rates were reportable for only three charter schools.
 - The rates for two charter schools were **similar** to the state average, and
 - The rate for the other charter school were a **little lower** than the state average.
- On the most recent assessments, charter school students performed **higher** than their matched peer group on nearly all assessment and growth measures.
- Charter school students identifying as Hispanic/Latinx, students who are English learners, and students who qualify for FRL (low-income) **consistently outperform** their matched peer groups.



Other Measures of Success

Overall and on other measures of success using the OSPI COVID truncated datasets, students at charter schools perform similar to or a little lower than their home school district.

- The percentage of charter school students regularly attending school is **similar to or a little lower** than the rate for the students in the home school districts.
- The percentage of 9th grade charter school students who earned credit for all courses attempted (9th Graders On-Track) is a **little lower** than the rate for the students in the home school districts.
- The percentage of students not experiencing an exclusionary discipline event for the charter school students is **similar** to the rate for the students in the home school districts.



Funding Sufficiency

When one-time grant monies are removed from the analysis, charter schools generally receive lower revenues than the home school districts.

- The average total salary for charter school instructional staff is substantially lower than the salary allocation from the state.
- The average total salary for charter school instructional staff is substantially lower than the average total salary paid by the home school district.
- The state apportionment is similar for the charter school LEAs and the home school districts, but one-half of the charter school LEAs receive a lower state apportionment than the home school district.
- The average support from the Local and Other revenue source is approximately \$2,400 per student for the home school districts and is approximately \$105 per student for the charter school LEAs.

These data are from the 2019-20 OSPI fiscal reporting. The 2020-21 fiscal reporting will be available in February "at the earliest."



Draft Recommendations

- **Draft Recommendation 1:** The SBE and the Charter School Commission recommend that the window for authorization be extended to allow additional charter schools, up to 40 total, to operate in Washington.
- **Draft Recommendation 2:** The SBE recommends a close examination of the sufficiency of charter school funding and approaches used in other states in order to bring about equitable educational funding for all students.
- **Draft Recommendation 3:** Explore options to create more flexibility in the use of authorizer fees and/or direct appropriation to cover charter school oversight costs.



Timeline and Next Steps

- Authorizer report drafts will be delivered to SBE on or around January 21 and finalized by February 4.
- SBE report will be updated with the following:
 - Relevant information from the authorizer reports
 - Fall 2021 statewide assessment data (if available)
 - Updated graduation data for two charter schools
 - Updated fiscal data as time permits
- Sent to the Charter School Commission and Spokane PS for review
- Finalize in late February
- Submit to the Governor and the Legislature in early March



Discussion Regarding the Draft Recommendations

- **Draft Recommendation 1:** The SBE and the Charter School Commission recommend that the window for authorization be extended to allow additional charter schools, up to 40 total, to operate in Washington.
- **Draft Recommendation 2:** The SBE recommends a close examination of the sufficiency of charter school funding and approaches used in other states in order to bring about equitable educational funding for all students.
- **Draft Recommendation 3:** Explore options to create more flexibility in the use of authorizer fees and/or direct appropriation to cover charter school oversight costs.



MEMORANDUM

To: Washington State Board of Education
From: Chris Korsmo, Commission Chair and Legislative Committee Chair
Date: January 10, 2022
RE: Authorization of Additional Charter Public Schools

Purpose

The purpose of this memorandum is to provide the Washington State Board of Education (SBE) the Washington State Charter School Commission’s (Commission) updated legislative priorities and the authorization of additional charter public schools.

Background

Washington State’s Charter School Commission (Commission) is an independent state agency. It was formed with the mission of creating a rigorous and comprehensive process for qualified non-profits who wish to open a charter public school. The agency also monitors and provides oversight, holding schools accountable to high standards of quality. The Commission strives to achieve equity in outcomes, developing a system to expand opportunities for students who have been underserved, and ensuring the highest standards of accountability and oversight for charter public schools.

Charter public schools provide education choices for families seeking opportunities that best empower their children to learn and thrive. Like all public schools, they are open to all students, tuition-free, publicly-funded, staffed by certified teachers and held accountable to state and national standards. The charter public school approach is student-centric, not system-centric. Charter public schools can reimagine education in a way that is personalized for the families they serve and that holds adults accountable for student performance.

Charter public schools have additional requirements beyond those of traditional public schools in that they are held accountable for showing improved student achievement according to the terms of a contract. A difference between charter public schools and traditional public schools is that if a charter public school does not serve kids effectively is identified quickly and can be closed if not remedied.

The charter public school sector is at a point in its life-cycle that student outcomes can be examined proving that charter public schools in Washington work. As public education continues to evolve, charter public schools can play a critical part in ensuring that families throughout the state have a high-quality public-school option available to them.

In 2020-21 (the most recent data available), with nearly 3,500 students enrolled in 12 charter public schools, 60 percent identify as students of color, as compared to 49 percent statewide. 58 percent of the students come from low-income households, as compared to 47 percent statewide. Rates of students with disabilities and English language learners are similar to statewide averages. There are 16 operating charter public schools in the 2021-22 school year, with two of these schools operating under district authorization by Spokane Public Schools.

Extending the Authorization Window

The Commission adopted the 2022 legislative priorities at the October Commission meeting. The second priority is to **amend the Charter School Act (RCW 28A.710) to allow more time for charter schools to be established.**

Why extend the authorizing window?

Charter public schools seek equity. The Commission has built upon the Charter School Act's focus on serving students who have been and are currently underserved by developing and adopting an Educational Equity policy that commits the Commission to authorize only high-quality and equity focused charter public schools. By implementing this policy, the Commission is committing to only authorizing charter public schools designed to mitigate systemic barriers to improve access to students while demonstrating a financial and organizational model that maintains the school's financial viability and compliance with all legal requirements. Educational justice is a hallmark for how the Commission has and will continue to authorize charter public schools. If this past year has taught us anything it is that our public school system needs more schools that focus on educational justice and by extending the authorizing window, Washington is opening the door to this possibility.

Provide students and communities opportunities for new and improved public education options. The charter public school sector in Washington has overcome two Supreme Court lawsuits and is finally on stable footing. This stable footing may explain the increased interest from communities through Washington (Bellingham, Bremerton, Pullman, Renton, Seattle, Spokane, Tacoma, Walla Walla, and Wenatchee) to start charter public schools; additionally, due to the COVID-19 pandemic, more families are looking for public school options. Therefore, allowing more time for charter public schools to be established provides all families more innovative and educational justice focused public school options.

Recommendation

RCW 28A.710.250 states that the SBE, in collaboration with the Commission, shall submit a recommendation regarding whether or not the legislature should authorize the establishment of additional charter public schools. The Commission strongly supports the extensions of the authorization window to authorize the establishment of additional high quality charter public schools.