



WASHINGTON STATE  
*Charter School Commission*  
STUDENTS • INNOVATION • TRANSPARENCY

# 2018 CHARTER SCHOOL PROSPECTUS

Issue Date: September 15, 2018

Due Date: October 29, 2018

## Introduction

The Washington State Charter School Commission is an appointed 11-member body tasked with, among other things, managing a new charter school application process for aspiring charter public schools and effectively monitoring the schools it authorizes through ongoing oversight.

The Commission is an agency that is guided by its mission, strives to achieve its vision and aspires to operate in alignment with a set of core values.

### Mission:

To authorize high-quality charter public schools and provide effective oversight and transparent accountability to improve educational outcomes for at-risk students.

### Values:

Student-Centered, Cultural and Community Responsiveness, Excellence and Continuous Learning, Accountability/Responsibility, Transparency, and Innovation

### Vision:

Foster innovation and ensure excellence so that every student has access to and thrives in a high quality public school.

The Charter School Act requires the Commission to annually issue a solicitation for applications (New Charter School Application) to open new charter schools. Through the issuance of a New Charter School Application, the Commission seeks applicants to open new high-quality charter schools that are aligned with its strategic vision throughout the state of Washington. To that end, the Commission worked closely with the National Association of Charter School Authorizers (NACSA), in 2013 to develop a rigorous, thorough, and transparent response and review process and has enhanced the process each year.

The solicitation, review, and decision making stages of the application process are collectively referred to as “authorizing.” Per the Charter Schools Act, the Commission has established its strategic vision for authorizing to guide its work:

The Washington State Charter School Commission seeks to authorize high-quality schools that will significantly improve student outcomes, particularly for at-risk students. The Commission will hold schools accountable for student learning using multiple measures of student achievement.

The Commission seeks to build a diverse portfolio of school delivery models that expands the authority of teachers and school leaders and encourages and accelerates the identification and use of best practices in teaching and learning. It also seeks to develop, test, and document innovative, new ideas that can be replicated in other Washington schools.

The Commission expects schools to have authentic and sustainable connections to the communities they serve. These connections are evidenced by strong commitments from community and business stakeholders, systems for ensuring cultural sensitivity,



Developing skills in cultural competence is like learning a language, a sport, or an instrument. The learner must learn, relearn, continuously practice, and develop in an environment of constant change. Cultures and individuals are dynamic – they constantly adapt and evolve.

Cultural competence is:

- Knowing the community where the school is located,
- Understanding all people have a unique world view,
- Using curriculum and implementing an educational program that is respectful of and relevant to the cultures represented in its student body,
- Being alert to the ways that culture affects who we are,
- Places the focus of responsibility on the professional and the institution,
- Examining the negative and disproportionate impact of systems, structures, policies and practices on all students and families particularly those who come from different cultures and background.

## Building Capacity

In an effort to build capacity and knowledge in potential applicants, the Washington State Charter School Commission, has developed two new opportunities; Charter Schools 101 and a Prospectus, to provide information about what it requires to open and operate a charter public school in Washington *prior* to undertaking the entire New Charter School Application process. These new opportunities are separate and distinct from the official New Charter School Application solicitation discussed above

### Charter Schools 101

The Washington State Charter School Commission has initiated quarterly *Charter Schools 101* trainings for individual(s) and teams that are considering opening a charter school. Attendance at one of these quarterly trainings IS REQUIRED to submit a Prospectus. However, interested individuals and groups are welcome to attend these trainings even if there is no intention to submit a Prospectus. The five to seven hour trainings focus on the charter bargain, requirements and accountability (i.e. Academic, Operational and Financial) for operating a charter public school in Washington, and the annual New Charter School Application solicitation process.

*Charter Schools 101* training will cover information in the following areas:

- The Charter Bargain
  - Oversight and Accountability
  - Charter Contract
  - Performance Framework
  - New School Application Process
- Academic
  - Community/Family Engagement
  - Education Program Models and Terms
  - Special Populations
- Operations:
  - Governance/Board
  - District Partnerships
  - Student/Staff Safety and Civil Rights
  - Mission Specific Goals
  - Facilities
- Finance
  - OSPI Per Pupil Allocations
  - Philanthropy and Fund Raising
  - Financial Plan
  - Federal CSP Grant
- Prospectus Process and Timeline

For this **pilot**-year *Charter Schools 101* trainings were offered on May 31<sup>st</sup> in Olympia, June 12, 2018 in Seattle, and August 9, 2018 in Tacoma. Subsequent years will have quarterly trainings in mid-December,



- External evaluator feedback will be given exactly as is (Sufficient, Insufficient, and comments). Individuals and/or teams will not be given any explanations or technical assistance on their Prospectus submissions.
- Submitting a prospectus and receiving feedback **DOES NOT** guarantee future New Charter School Application approval. Evaluators reviewing a charter school application in its entirety may not have the same findings as those provided in a Prospectus review.
- Only one Prospectus may be submitted for review per school per year.
- Participants must have attended a full *Charter Schools 101* training within the last year in order to be eligible to submit a Prospectus for review.

In this pilot year, the Commission will hold one Prospectus review in October 2018. Subsequent years will have two Prospectus reviews (March and October).

## Prospectus Submission

Completed Prospectus documents must be submitted as a single Microsoft Word document, including the Prospectus Cover Sheet, by October 29, 2018 at 5:00 pm PDT. Submissions should be emailed to [Amanda.Martinez@k12.wa.us](mailto:Amanda.Martinez@k12.wa.us). You will receive an email confirming your submission.

## Completeness Review

All Prospectus submissions will be reviewed for completeness before they are accepted and distributed to the evaluation teams. If submissions are found to be incomplete (i.e. missing responses to required sections, sections left blank, etc.) or incorrectly formatted, the submission will be excluded from further review. Author(s) of the Prospectus will be notified of its completeness or incompleteness per the Prospectus *Timeline*. It should be noted that *findings of completion* are not indicative of the *quality* of the submission. For findings of incompleteness, there will be no opportunities to remedy any identified area of incompleteness. Individuals/teams are encouraged to resubmit in the future.

2018 Charter Schools 101 training and Prospectus Timeline	
Date	Activity
May 31, 2018 (Olympia) June 12, 2018 (Seattle) August 9, 2018 (Tacoma)	<i>Charter Schools 101</i> offered
September 15, 2018	Prospectus Release - Posted on Commission Website
October 29, 2018 5:00 pm PST	Prospectus submission deadline. Applications will only be accepted via email to <a href="mailto:Amanda.Martinez@k12.wa.us">Amanda.Martinez@k12.wa.us</a>
October 31, 2018	Prospectus Completeness Review conducted and findings disseminated
November 19, 2018	Prospectus Submission feedback to participants



Section D: Attendance Projections												
Grade Level	Year 1		Year 2		Year 3		Year 4		Year 5		At Capacity	
	Min.	Max	Min.	Max								
K												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
<b>Total</b>												

## PROSPECTUS NARRATIVE

**NOTE:** All Prospectus submissions must be typed in 12-point font, double-spaced with one-inch margins. Submissions exceeding the page counts listed below will not be accepted. Submissions that do not include all sections listed below will be considered incomplete and will not be reviewed.

### **Section 1: Summary (3 pages)**

Describe how the applicant team has assessed demand and/or need for the school.

Describe the school plan and state the mission, vision, objectives and goals of the proposed school. The mission and vision statements provide the foundation for the entire application:

1. Identify the students and community to be served;
2. Provide the school mission and vision;
3. Provide the goals and objectives for the school

### **Section 2: Program Overview (3 pages)**

1. Describe how the school will “provide a program of basic education that meets the goals in RCW 28A.150.210, including instruction in the essential academic learning requirements.
2. Provide the school’s Educational Program Terms and the essential design elements of the school model;
3. Describe the research base, theory, and/or experience to support the Educational Program Terms and the essential design elements of the school model described above and how it is culturally responsive and effective for the targeted student population.

### **Section 3: Family and Community Engagement (3 pages)**

1. Describe the process to engage parents/guardians and community members in developing the proposed school. Describe how the school will assess, build and demonstrate parent/guardian and community demand for the proposed school.

### **Section 4: Student Recruitment (2 pages)**

1. Describe the school’s plan for student recruitment and marketing, how it is culturally inclusive and how the school will provide equitable access to interested students and families.
2. Specifically describe the school’s plan for outreach to at-risk students. The plan must adhere to admissions and enrollment practices outlined in RCW 28A.710.050

### **Section 5: Organization Structure and Partnerships (2 pages)**

1. Describe the governance structure of the proposed school. Include the roles and responsibilities of and lines of authority and reporting between the governing board, school leader, management team, staff, and any other related entities (such as advisory bodies or parent/teacher councils).

2. Describe the size, desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board.

**Section 6: School Mission Specific Goals (3 pages)**

1. Provide the school's proposed mission-specific academic and organizational goals and targets. Provide 1-3 goals each for academics and 1-3 goals for organizational effectiveness. All goals must include clear measures/assessments, specific, measurable, action oriented, relevant, and time-bound. Please see Mission-Specific Goals Template.

