



# SCHOOL OVERVIEW

## Impact | Puget Sound Elementary

3438 S 148th St, Tukwila, WA 98168	
School Contact Information	(206) 494-5979
School Website	www.impactps.org
District of Residence	Tukwila School District
Leadership	CEO: Jen Wickens
School Mission	The mission of Impact   PSE is to prepare a diverse student population to to succeed in college and impact communities as the next generation of equity driven, innocation leaders.
Education Program Terms & Design Elements	<ul style="list-style-type: none"> <li>• School-based mentor groups. All students participate in Mentor Groups an average of nine sessions each week. Mentor Group attendance is recorded in the IPS Learning Management System (LMS) and available for review.</li> <li>• Personalized learning pathways for every student. Each student completes individualized learning tasks in reading and math during Math and Literacy Studio each day. Student schedules, goals, and proficiency data from Studio are recorded on the IPS LMS and available for review.</li> <li>• Project-based learning (PBL). Students complete project work in science and social studies four times per week. Evidence and assessment of student projects are recorded in the IPS LMS and are available for review.</li> </ul>
Grades Served	K-1
First Year of Operation	2018-19
Total Student Enrollment	180

## Student Demographics

### STUDENT GROUPS

Special Education	4%
Limited English	41%
Low Income	65%

### GENDER

Male	52%
Female	48%

### RACE / ETHNICITY

American Indian / Alaskan Native	0%
Asian	7%
Black / African American	52%
Hispanic / Latino of any race(s)	17%
Native Hawaiian / Other Pacific Islander	0%
Two or More Races	6%
White	18%

## INTRODUCTION

The Organizational Performance Framework is a reporting tool designed to communicate to the charter school and the public the compliance-related standards that all charter schools authorized by the Washington State Charter School Commission (Commission) must meet. The Organizational Framework lists the standards which align to state and federal law, rules, regulations, and the charter contract that charter schools are required to meet.

## PURPOSE OF REPORT

The Commission's Organizational Framework lays out the legal requirements for charter schools. It is designed to treat all charter schools as though they are the same only in terms of meeting minimum legal and ethical requirements. This enables charter schools to retain the flexibility and autonomy to be different in the ways that matter most for a school's mission, vision, and educational program. The expectations set out in the Organizational Framework derive from state and federal law as well as the operating terms in the charter application. Of the three frameworks, the Organizational Framework is most closely aligned with the charter contract in terms of documenting operational expectations such as special education, accounting practices, and reporting requirements.

One of the Commission's core responsibilities with respect to charter schools is to protect the public interest, and the Organizational Performance Framework is the primary lever for carrying out this responsibility. The framework enables the Commission to ensure that charter schools are respecting the rights of students, staff, and families within the schools as well as the interests of the general public in ensuring that charter schools meet the legal obligations that state and federal legislatures have determined should apply.

The central premise of charter school autonomy is that the authorizer will articulate the expected outcomes, and the school will have maximum flexibility to determine the best way to achieve those outcomes. In other words, the authorizer articulates the ends, and the school decides the means of getting there. The Organizational Performance Framework is the place where the school is held externally accountable for how it operates.

# AT A GLANCE

## Impact | Puget Sound Elementary

### Is Impact | Puget Sound Elementary meeting legal obligations?

Ratings will be determined through the Commission’s annual oversight activities as well as through the Commission’s Pre-Opening and Annual Compliance Calendar. Additionally, the charter school board’s signed assurances and school contract will be reviewed for evidence of compliance. Schools are obligated to comply with all state and federal public school reporting and compliance requirements as monitored by the Office of Superintendent of Public Instruction (OSPI) and the State Auditor’s Office (SAO).



#### MEETS Standard

The school materially meets the expectations outlined per state and/or federal laws, rules and regulations, or the charter contract.

#### DOES NOT MEET Standard

The school failed to implement the program in the manner described; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board had not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

## IMPACT | PUGET SOUND ELEMENTARY

These ratings provide clarity to schools about how decisions will be made, and which components of performance are most important. Additionally, ratings provide a “bright line” regarding charter school performance expectations that ensures consistency in Commission decision-making and supports parents as they navigate their public school options.

INDICATOR	MEASURE	RATING
1. Education Program	1a. Material Terms of the Charter Contract	MEETS
	1b. Education Requirements	MEETS
	1c. Students with Disabilities Rights	MEETS
	1d. English Language Learner Rights	MEETS
2. Financial Management and Oversight	2a. Financial Reporting & Compliance Requirements	MEETS
	2b. Adherence to Generally Accepted Accounting Principles (GAAP)	MEETS
3. Governance & Reporting	3a. Governance Requirements	MEETS
	3b. Management Accountability	MEETS
	3c. Reporting Requirements	MEETS
4. Students, Parents & Employees	4a. Rights of Students	MEETS
	4b. Recurrent Enrollment	NA
	4c. Teacher and Staff Credentials	MEETS
	4d. Employee Rights	MEETS
	4e. Background Checks	MEETS
5. School Environment	5a. Facilities and Transportation	MEETS
	5b. Health and Safety	MEETS
	5c. Information Management	MEETS
6. Other Obligations	6a. Mission Specific Non-Academic Goals	MEETS

# METHODOLOGY

## 1. EDUCATIONAL PROGRAM

MEASURE	THE SCHOOL DEMONSTRATES COMPLIANCE WITH THE FOLLOWING:	RATING
1a. Material Terms of the Charter Contract	The material terms of the education program in all material respects and the education program in operation reflects the terms as defined in the charter contract or subsequently approved amendments. This indicator measures the school's adherence to the education program terms and design elements in Attachment 4 of a school's charter contract.)	MEETS
1b. Education Requirements	Applicable laws, rules regulations, and provisions of the charter contract related to education requirements and mandated programming as a result of state or federal funding.	MEETS
1c. Students with Disabilities Rights	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to the treatment of students with identified disabilities and those suspected of having a disability.	MEETS
1d. English Language Learner Rights	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to requirements regarding English Language Learners (ELLs).	MEETS

## SCHOOL-SPECIFIC NARRATIVE

As verified by the Commission through its Quarterly School Reviews, first year site visit and board observations, Impact | Puget Sound Elementary (Impact | PSE) remained in compliance throughout the year with the implementation of its Education Program Terms.

The State Auditor’s Office (SAO) issued no findings in its [Accountability Audit Report](#) the implementation of mandated programming as a result of state or federal funding. The SAO report noted: “Public School operations complied, in all material respects, with applicable state laws, regulations, and its own policies, and provided adequate controls over the safeguarding of public resources.” Furthermore, the Commission found no violations of laws, rules, regulations, or provisions of the charter contract related to education requirements.

SCHOOL COMPLIANCE WITH PROTECTING THE RIGHTS OF STUDENTS WITH DISABILITIES	
Equitable access and opportunity to enroll	✓
Identification, location, and evaluation of students who may be eligible for special education	✓
Provision of a Free and Appropriate Public Education in the least restrictive environment	✓
Provision of procedural safeguards to students with disabilities and their families	✓
Identification, location, and evaluation of students who may be eligible for 504 Plans	✓
Provision of services and accommodations under Section 504	✓

OSPI released the results of its Washington Integrated Sub-recipient Monitoring (WISM) review. The goal of the review is to promote special education program effectiveness and to ensure each school meets its state supervision and oversight requirements for special education programs under state and federal law. Impact | PSE received a determination of “Needs Assistance” of the Individuals with Disabilities Education Act (IDEA) for Part B. District may receive recommendations for improvement in certain areas of need as identified by OSPI. Areas that require further action are notes below.

Impact | PSE conducts meetings with parents and appropriate personnel to determine acceptance of transfer Individualized Education Plans (IEP) and provision of comparable services or the need to revise the IEP based on a review of current data. Impact | PSE uses a Student Support Team (SST) process to refer and evaluate students suspected of having a disability and needing services and accommodations or special education. This process includes appropriate team participation to include the parent. The school ensures that evaluations are sufficient in scope to develop an appropriate Section 504 or IEP. To develop plans, Impact| PSE completes a review of existing data from comprehensive evaluations. As needed, Impact | PSE provides instructional support and services to students with special needs and provides accommodations and modifications for diverse learners. The school ensures procedural safeguards for students and families



as evidenced in timely notifications and conducts necessary progress monitoring activities. Impact | PSE provides the least restrictive placements that address students receiving the maximum access to the general education setting with their typical peers. Current placement services include full inclusion, push-in services, and pull-out services, and individual and small group instruction from the special education teachers and related service personnel. Ancillary services include student support counselors and associate teachers to support the academic and behavior needs of students with learning challenges.

During the 2018-19 OSPI WISM review, it was noted in review of area of IEP Implementation that one of the IEP files reviewed lacked “identify[ing] the frequency, location, and duration for each of the special education and related service areas the student was receiving,” and follow up action was required to remedy the issue. The school corrected the concern within the OPSI identified time frame.

Impact | PSE ensures students who have been removed from classes for disciplinary reasons receive appropriate services, manifestation determinations, functional behavior assessments, and behavior intervention plans as needed.

SCHOOL COMPLIANCE WITH PROTECTING THE ENGLISH LANGUAGE LEARNER (ELL) STUDENTS	
Removal of barriers to the enrollment and retention of ELL students	✓
Communicates with all English learners in a language they can understand	✓
Provides English language development services to English language learners (ELL)—national original minority students	✓

Impact | PSE uses a home language survey in its enrollment packet to determine families who need information in a language other than English. The school provides, family volunteer interpreters to communicate with parents of English Language Learners (ELLs) at events and uses an external company (Certified Languages) translate vital documents or communications as needed.

Impact | PSE has a process to identify, assess, and place ELL students in classes that include a home language survey and provisions for testing students on the state language proficiency assessment. The school administers the Washington English Language Proficiency Assessment (WELPA) to determine English proficiency and provides on-going progress monitoring of academic performance. The school’s English language development services are based on sound educational theory and have been implemented effectively, including qualified staff and adequate resources and facilities. The school measures the effectiveness of the ELL program through grade level and team data analysis and makes modifications as needed. The school ensures ELL services through a full-inclusion model. Professional development has been documented for all staff on ELL assessment administration and strategies for vocabulary instruction.

**SCHOOL RESPONSE:** A response was not provided by the school.

**DATA SOURCES:** Attachment Four of the Charter Contract; Charter contract amendment(s); board meeting agendas/minutes/packets; Commission board meeting observations; Commission Site Visit Report; Academic Calendar; Statement of Assurances within Charter Contract; Pre-Opening Conditions Calendar

submissions; State Auditor's Office (SAO): *Accountability Audit*, Office of Superintendent of Public Instruction (OSPI): *Washington Integrated System of Monitoring (WISM)*

## 2. FINANCIAL MANAGEMENT AND OVERSIGHT

MEASURE	THE SCHOOL DEMONSTRATES COMPLIANCE WITH THE FOLLOWING:	RATING
2a. Financial Reporting and Compliance Requirements	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to financial reporting and compliance requirements. All policies and requirements issued by the Office of Superintendent of Public Instruction and Washington State Auditor’s office concerning accounting for public school districts in the state of Washington.	MEETS
2b. Adherence to Generally Accepted Accounting Principles (GAAP)	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations as evidenced by an annual independent financial audit.	MEETS

### SCHOOL-SPECIFIC NARRATIVE

Impact | PSE maintained compliance with its financial reporting and compliance requirements to the Commission, OSPI, and the SAO. All charter schools, authorized by the Commission, have an annual requirement to submit an independent financial audit. The [independent financial audits](#) are also reviewed by the SAO.

During the 2018-19 OSPI WISM review, it was noted in review of the section on fiscal accountability that the school’s S-275, an OSPI report, was blank and follow up action was required to remedy the issue. The school corrected the concern prior to the end of the year reporting timeline. The Commission’s rating for indicator 2a is rated as a “meets” due to the responsiveness of the school/board to resolve the OSPI required action. Additionally, in the OSPI WISM review of fiscal accountability, “The school’s description of time and effort tracking did not address internal controls for use of monthly Semi-Annual Certification, Personnel Activity Reports (PARs), supplemental time and effort documentation, staff reassignment protocols, quarterly reconciliation, or year-end payroll adjustments.” The school submitted the updated reporting documentation. The Commission’s rating for indicator 2a is rated as a “meets” due to the responsiveness of the school/board to resolve the OSPI required action.

The school’s independent auditors, [BDO USA](#), LLC issued an unmodified report that identified no material weaknesses, reported no significant deficiencies, and noted no areas of noncompliance material to the financial statements. The SAO audit, in review of the independent audit, states, “We did not become aware of any instance in which the work of the other auditors gave rise to concern about the quality of their work.”

**SCHOOL RESPONSE:** A response was not provided by the school.

**DATA SOURCES:** Quarterly Financial Report(s); Annual Budget; Annual Independent Financial Audit, Office of Superintendent of Public Instruction (OSPI): *Washington Integrated System of Monitoring (WISM)*

### 3. GOVERNANCE AND REPORTING

MEASURE	THE SCHOOL DEMONSTRATES COMPLIANCE WITH THE FOLLOWING	RATING
3a. Governance Requirements	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to governance by its board.	MEETS
3b. Management Accountability	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to oversight of the school management team.	MEETS
3c. Reporting Requirements	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the Commission, state, and federal authorities.	MEETS

#### SCHOOL-SPECIFIC NARRATIVE

BOARD OVERVIEW
<ul style="list-style-type: none"> <li>• 8 members</li> </ul>
<ul style="list-style-type: none"> <li>• 4 members required for quorum</li> </ul>
<ul style="list-style-type: none"> <li>• The Impact Public School board meets monthly</li> </ul>
<ul style="list-style-type: none"> <li>• No fewer than 2, but no more than 9 directors allowed</li> </ul>

Impact | PSE is governed by a Charter Management Organization (CMO) Impact Public Schools which oversees Impact | PSE and as of 2020-21 Impact | Salish Sea Elementary.

The Impact Public Schools’ Board maintained compliance with its governance requirements. This was verified by both the Commission through its board meeting observations and review of meeting materials and by the SAO through its [Accountability Audit](#). The Board of Directors at Impact Public Schools demonstrated an understanding of the school’s bylaws and policies and procedures through its consistent compliance with the regulations. The Board met monthly within quorum requirements, with the majority of directors/board members consistently in attendance. Directors/board members reviewed board packets in advance and received extensive updates from the school leadership team regarding student academic performance, fundraising and partnerships, finance, and school policies. The directors/board members regularly participated in committees presenting their progress at open board meetings. Committees included governance, finance, development, academic excellence, and school leadership evaluation.

The Board held all meetings in accordance with the Open Public Meetings Act, adhered to the rules and regulations of the Public Records Act, and demonstrated effective and transparent management of conflicts of interest and code of ethics. Impact Public Schools’ Board is active, inquisitive, and provides competent

oversight of the school. The Board is comprised of individuals with experience in various areas of relevant fields. A review of meeting minutes and notes demonstrates the Board's clear understanding of and commitment to the school's mission. Directors/board members were consistently engaged in full board meetings, asking clarifying questions to each other, school staff, and other presenters and offering expertise where needed.

The Board's School Leadership Evaluation process that meets to set goals for the school leader using upcoming year. These goals reflect academic, staffing, student, and family targets. The Board and school leader revisit the goals throughout the year. The Board provides the school leader with a mid-year and end of the year progress report that includes board, student, and staff feedback. The report consists of qualitative and quantitative research data. If the school is not meeting its goals, the board works with the school leader to determine how to realign resources. During the Commission's first year site visit it was noted that the Board is still in the process of determining a self-evaluation process.

The school maintained compliance with its reporting requirements to the Commission, submitting on time and accurate reports. The Commission received no reports from state or federal entities regarding late compliance submissions.

**SCHOOL RESPONSE:** A response was not provided by the school.

**DATA SOURCES:** Commission board meeting observations; Annual Compliance Calendar; SAO: *Accountability Audit*

#### 4. STUDENTS, PARENTS, AND EMPLOYEES

MEASURE	THE SCHOOL DEMONSTRATES COMPLIANCE WITH THE FOLLOWING:	RATING
4a. Rights of Students	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to the rights of students.	MEETS
4b. Recurrent Enrollment	Number of students continuing to be enrolled in the school from one year to the next is expressed as a percentage of the total number of students eligible to continue their enrollment at the school.	NOT APPLICABLE
4c. Teacher and Staff Credentials	Legal obligations for public schools to employ appropriately qualified and credentialed staff, including administrative, teaching, and educational support staff as required by law.	MEETS
4d. Employee Rights	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to employment considerations.	MEETS
4e. Background Checks	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to background checks of all applicable individuals (including stand and members of the charter community, where applicable).	MEETS

#### SCHOOL-SPECIFIC NARRATIVE

SCHOOL COMPLIANCE WITH ADMISSIONS AND ENROLLMENT PRACTICES	
No limits to admission on any basis other than age group, grade level, or enrollment capacity	✓
No tuition charged	✓
Follows lottery enrollment laws	✓
Does not inquire about a student's special education status during the application process	✓
Accepts a variety of documents to establish a student's age and residency	✓
Does not inquire about a student or parent's U.S. citizenship status or immigration status	✓

Impact | PSE had assigned staff members to fulfill its responsibilities under Section 504, Title IX, McKinney-Vento, Foster Care, and state nondiscrimination laws. Each of the coordinators received training regarding their responsibilities. Impact | PSE included a nondiscrimination statement in all major school publications widely disseminated to students, parents, and employees and on the website.

The school posted its sexual harassment policy and educational rights of homeless children and youth in accessible locations of the school's campus. The Commission verified that the school adopted discrimination complaint and appeal procedures and sexual harassment policies and procedures that are consistent with the requirements in state law. Impact | PSE has formalized methods of data collection and analysis as well as the ability to implement effective interventions throughout the year regarding discrimination, program enrollment and discipline of students across subgroups. The school has a process for auditing instructional materials to evaluate and eliminate bias pertaining to a protected class in all textbooks and instructional materials.

Impact | PSE has removed barriers to the enrollment and retention of all students. Its application is available on its website and campus. The school follows admissions and enrollment practices outlined in RCW 28A.710.050 (not limiting admission on any basis other than age group, grade level, or enrollment capacity; not charging tuition; following lottery enrollment laws; revising enrollment capacity annually to facilitate the academic success of its students). Impact | PSE includes a Student Housing Questionnaire in its enrollment packet and consists of a comprehensive Homeless Student Policy in its Family Handbook. The school identified a Foster Care/McKinney-Vento Liaison responsible for enrollment, accommodations, and transportation for eligible students and coordination of services with community agencies and entities.

Impact | PSE was not evaluated on recurrent enrollment because this was the first year recurrent enrollment was calculated, and no targets had been set. Recurrent enrollment for the first year is used as a baseline to set subsequent recurrent enrollment targets.

The State Auditor's Office (SAO) issued no findings in its [Accountability Audit Report](#) regarding teacher and staff credentials as tested through its evaluation of staff mix compliance.

As verified through compliance submissions based on the Annual Compliance Calendar, the Commission identified no areas of non-compliance related to employment considerations or background checks.

**SCHOOL RESPONSE:** A response was not provided by the school.

**DATA SOURCES:** Commission Site Visit Report (if applicable); SAO: *Accountability Audit*; Pre-Opening Conditions; Student Handbook; Employee Handbook; OSPI: *CPR* (if applicable); OSPI: *WISM* (if applicable)

## 5. SCHOOL ENVIRONMENT

MEASURE	THE SCHOOL DEMONSTRATES COMPLIANCE WITH THE FOLLOWING:	RATING
5a. Facilities and Transportation	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation.	MEETS
5b. Health and Safety	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services.	MEETS
5c. Information Management	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to maintaining and handling information appropriately.	MEETS

### SCHOOL-SPECIFIC NARRATIVE

The State Auditor’s Office (SAO) issued no findings in its [Accountability Audit Report](#) regarding transportation.

Impact | PSE’s facility met all health and safety code requirements, maintained compliance with legal obligations for providing student transportation, and offered a safe environment conducive to learning. The facility’s design, size, maintenance, security, and equipment were all adequate to meet the school’s needs. The school was accessible to all, including people with physical disabilities.

Impact | PSE submitted all required safety plans during the pre-opening process and provided evidence that lockdown and fire drills were conducted.

Impact | PSE maintained compliance with public records requirements, proper and secure maintenance of student, governance, and finance records, rules, and regulations regarding transferring of student records. The school follows adequate safety and security procedures to ensure a safe testing administration. Impact| PSE has identified an Assessment Coordinator who provides training to all staff.

**SCHOOL RESPONSE:** A response was not provided by the school.

**DATA SOURCES:** Commission Site Visit Report (if applicable), SAO: *Accountability Audit*, Pre-Opening Conditions, Commission Annual Compliance Submission(s)



## 6. MISSION SPECIFIC NON-ACADEMIC GOALS

MEASURE	THE SCHOOL DEMONSTRATES COMPLIANCE WITH THE FOLLOWING	RATING
6a. Other Obligations	Mission Specific Non-Academic Goal Based on the faculty survey, at least 80% of Impact   Puget Sound Elementary faculty will state that their practice has improved as a result of the coaching, professional development, and support at Impact Public Schools.	MEETS

### SCHOOL-SPECIFIC NARRATIVE

Each year, Commission authorized charter schools set mission specific non-academic goals that are aligned to or support the school’s unique mission. All data for mission specific goals are self-reported by the individual school.

Impact | PSE developed mission specific non-academic goals that were approved by the Commission. The non-academic goal was, “Based on the faculty survey, at least 80% of Impact | Puget Sound Elementary faculty will state that their practice has improved as a result of the coaching, professional development, and support at Impact Public Schools.” The school reported “81% of Impact | Puget Sound Elementary faculty stated that their practice has improved as a result of the coaching, professional development and support at Impact Public Schools. The number of respondents for the survey was 16; and the rate of response was 100%.” The mission-specific non-academic goal was met.

**SCHOOL RESPONSE:** A response was not provided by the school.

**DATA SOURCES:** Mission Specific Non-Academic Goal

