



PINNACLES PREP

Pinnacles Prep
New Charter School Application

Submitted by Jill Fineis, Rick Wray, and Sara Rolfs
On behalf of the Pinnacles Prep Board of Trustees

February 28, 2020

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NEW CHARTER SCHOOL APPLICATION COVER SHEET

Section A: School Information			
Name of School:	Pinnacles Prep		
School Type (Bold One):	Elementary, Elementary/Middle, Middle, Junior High, Middle/High , High		
Grades Served:	6,7,8,9,10,11,12		
School District:	Wenatchee	Neighborhood/Community	South Wenatchee
Phone Number:	<i>day</i> 509-662-3013	<i>evening</i>	509-662-3013
Fax Number:	None	Email:	pinnaclesprep@gmail.com
Website Address:	www.pinnaclesprep.org		
Street Address:	5898 Squilchuck Rd, Wenatchee, WA 98801		
Sponsoring Entity (Bold One):	Nonprofit Organization , Governmental, College or University		
Open Date:	August 2021	Contracted Education Service Provider (EMO, CMO, Other):	None
Calendar Type (Standard or Extended School Year):	Extended	Number of Instructional Days:	183

Section B: Primary Contact Person			
Name:	Rick Wray	Position:	Board Chair
Address	[REDACTED]		
Mobile Phone:	[REDACTED]	Alternate Phone:	None
Email:	[REDACTED]	Current Employer:	Self Employed Education Consultant

Section C: Attendance Projections												
Grade Level	Year 1		Year 2		Year 3		Year 4		Year 5		At Capacity	
	Min.	Max	Min.	Max	Min.	Max	Min.	Max	Min.	Max	Min.	Max
K												
1												
2												
3												
4												
5												
6	60	60	60	60	60	60	60	60	60	60	60	60
7	40	60	60	60	60	60	60	60	60	60	60	60
8			50	60	60	60	60	60	60	60	60	60
9					60	60	60	60	60	60	60	60
10							60	60	60	60	60	60
11									60	60	60	60
12											60	60
Total	100	120	170	180	240	240	300	300	360	360	420	420

Section D: Board Members				
Name	Title on Board	Contact Information (Phone and Email)	Mailing Address	Current Employer
Rick Wray	Board Chair	[REDACTED]	[REDACTED] Wenatchee, WA 98801	Self-Employed Education Consultant
Sara Rolfs	Secretary	[REDACTED]	[REDACTED], Wenatchee, WA 98801	Self-Employed
Tyler McGee	Treasurer	[REDACTED]	[REDACTED] East Wenatchee, WA 98802	Homchick Smith Associates CPAs
Karen Rutherford	Member	[REDACTED]	[REDACTED] Wenatchee, WA 98801	Retired
Karla Soto Mullins	Member	[REDACTED]	[REDACTED]. East Wenatchee, WA 98802	AGENT509 Keller Williams Realty NCW
Flora Fernandez	Member	[REDACTED]	[REDACTED] Avenue, Wenatchee WA 98801	Columbia Valley Community Health
Tod Treat	Member	[REDACTED]	[REDACTED] Cashmere, WA 98815	Wenatchee Valley College

Section E: Start-Up Team Members				
Name	Title/Position on Start-Up Team	Contact Information (Phone and Email)	Mailing Address	Current Employer
Rick Wray	Co-Founder	[REDACTED]	[REDACTED] 98801	Self-Employed Education Consultant
Sara Rolfs	Co-Founder	[REDACTED]	[REDACTED] Wenatchee, WA 98801	Self-Employed
Jill Fineis	Founding Principal	[REDACTED]	[REDACTED] Leavenworth, WA 98826	Pinnacles Prep Founding Principal

Note: Individuals may be listed as board members and as start-up team members if their role will change once the application is approved. A description of this transition should be provided within the application and reflected in the organizational chart, if applicable.

Executive Summary

1. Community to be served and the anticipated student population

Pinnacles Prep will serve students in Grades 6-12, and the anticipated student population is demographically representative of our target region of South Wenatchee, including predominantly Latinx and low-income families. The proposed site is a current community center and across the street from the recently renovated Kiwanis Methow Park. Launching the school in South Wenatchee will provide an innovative education model for students who are not currently succeeding in their neighborhood school. We will begin serving students in Grades 6 and 7 and grow to full enrollment by Year 6.

Pinnacles Prep Enrollment Plan

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
6 th	60	60	60	60	60	60
7 th	40	60	60	60	60	60
8 th		50	60	60	60	60
9 th			60	60	60	60
10 th				60	60	60
11 th					60	60
12 th						60
Total	100	170	240	300	360	420

2. Community need and family demand

Over the past two years, the Pinnacles Prep Board of Trustees and founding team have interviewed hundreds of community stakeholders and hosted dozens of focus groups and community meetings with prospective parents, and a common thread has become abundantly clear: Wenatchee residents believe in the potential of their children, and they see a need for an innovative school designed to use place-based and competency-based learning in order to support and reflect the changing nature of our world.

Families are also deeply concerned about equity gaps that persist between student groups. Local (Wenatchee and Eastmont districts) English language arts (ELA) and math proficiency data from the 2018-2019 Washington Comprehensive Assessment Portal shows major gaps between student subgroups. The most profound gap is between English-language learners (ELL) and non-ELL, followed by students with disabilities (SWD) and non-disabled students. The third-biggest gap is between white and Latinx students and is of particular concern because only half of our anticipated Latinx students are ELL; therefore, this gap persists based on racial identity.

3. Mission, vision, values, and long-term goals

Mission: We exist to cultivate curious, confident, and self-directed students who lead and succeed in college, their careers, and their communities.

Vision: Our graduates will be leaders in driving our Valley's future forward with the knowledge, skills, and mindsets needed to make it a thriving economic, scientific, and artistic hub for the 21st century.

Values: Our values are EPIC: **Equity:** We believe in a school culture that celebrates equity and inclusion for all; **Perseverance:** We believe perseverance leads to resilience which builds agency and empowerment; **Inquiry:** We believe inquiry creates curiosity, which leads to innovation and problem-solving; **Collaboration:** We believe collaboration leads to the change we want to see in our school, community, and world.

Long Term Goals: **Goal 1:** Pinnacles Prep creates and sustains a diverse culture that is equitable and inclusive of all stakeholders, as evidenced by a community-created playbook with key performance indicators. **Goal 2:** Pinnacles Prep supports all students to have the option of attending a rigorous post-secondary option, and 100% of graduates will be accepted into at least one college. **Goal 3:** Pinnacles Prep will hire a high-quality staff that is diverse and mission-aligned and stays with the school for at least three years in order to teach and mentor students. **Goal 4:** Pinnacles Prep maintains a diverse board of trustees who represent the demographic target population of our school with at least 50% identifying as Latinx.

4. Educational program meeting the needs of all students

Our model ensures that our student population receives the dynamic supports needed to thrive. Our program ensures that all students are held to high expectations and given the support needed to meet those expectations. Our educational program is anchored in the following terms:

Integrated Diversity, Equity, and Inclusion Practices (DEI): To ensure that all students thrive regardless of background, culturally responsive practices related to DEI must be at the heart of all we do. Culturally relevant teaching practices are incorporated into Pinnacles Prep’s instruction and are a key lever for eliminating opportunity gaps, especially for traditionally marginalized populations.

Social-Emotional Learning Supports (SEL): In order for students to feel healthy, safe, supported, engaged, and challenged, they will have a caring adult mentor that checks in with them daily about academics and SEL. Latinx students have been identified as a unique group at risk for social-emotional and academic challenges, and researchers have argued that this risk can be ameliorated through the development of SEL skills that explicitly help students to cope with the many sociocultural challenges that they face in U.S. schools and society.ⁱ

Place-Based Education (PBE): In order to close the opportunity gap, Pinnacles Prep engages all students in rigorous PBE. PBE is an immersive learning experience that places students in local heritage, cultures, landscapes, opportunities, and experiences, and uses these as a foundation for the study of language arts, mathematics, social studies, science, and other subjects across the curriculum.ⁱⁱ In schools and communities with similar demographics as those projected for Pinnacles Prep, place-based education has shown positive implications for Latinx students.^{iii, iv} Place-based education gives all students a quality opportunity to develop the cognitive skills and habits of mind that apply their knowledge to relevant and challenging projects.

5. Organizational structure

Pinnacles Prep has created a collaborative leadership structure to ensure success across the three critical organizational areas of academics, operations, and finances. Three keystone director level positions will be in charge of managing the day-to-day operations of the school and guaranteeing academic excellence at scale: the principal, the director of finance and operations, and the dean of students. The Pinnacles Prep Board of Trustees will hold the charter and govern the school. Lastly, Pinnacles Prep will contract with the North Central Regional Education Service District and Joule Growth Partners for back-office support.

6. Board expertise

Our board is diverse in perspective and has deep experience in both K-12 education and nonprofit settings. Members have developed curriculum and programs and have founded and led longstanding educational organizations. The board is representative of both our Wenatchee community and our

target student population. Our Latinx membership includes a real estate agent and a community health worker with deep roots as a community leader and activist. Our non-Latinx members also provide broad perspective, including a former city councilwoman; an informal educator with a wealth of educational programming experience; and a long-term resident of nearly 30 years with deep ties to non-profits, business, and education. Six of our board members have had or currently have children enrolled in the area's two largest public-school districts, Wenatchee and Eastmont. Our board is well informed about what our districts are doing well and where opportunity and equity gaps exist.

7. Founding team's collective experience

Board Chair Rick Wray brings a proven track record of fundraising, marketing, programmatic design, and operations oversight, having raised over \$15 million in capital for four facilities and programming, served over 25,000 diverse youth as a founder and executive director of three thriving education organizations, and managed teams of 40+ employees. Board Secretary Sara Rolfs brings extensive experience in community engagement and STEAM and project-based learning initiatives, having initiated STEAM push-ins at Wenatchee School District's elementary schools, providing 2,767 students with project and place-based activities. Sara launched Every Kid at the PAC, a program at the local performing arts center which brings events to over 5,000 students. Founding principal Jill Fineis has nearly 20 years of education experience, deeply steeped in the sciences, a core of the Pinnacles model. She graduated from Teton Science Schools' Graduate Program in Place-Based Education; has Grades 6-12 teaching and instructional coaching experience and high school and higher-ed leadership experience; and coached science teachers to increase student discourse at Foothills Middle School, to close the opportunity gap. This was the only district school that saw Latinx student growth on the state exam from 2018-2019.

8. Anticipated revenue sources

Pinnacles Prep's budget includes all grants that are considered highly likely upon authorization. The table below outlines the funding entity, amount, period, and commitment status.

Funding Entity	Amount	Period	Commitment
Washington State Charter Schools Association	\$224,000; \$460,000	Start-Up Year; Year 1	Committed, pending authorization. Included in the financial workbook.
Washington State Charter Schools Association (WA Charters) Charter School Program Grant	\$Up to 1.5 million	Start-Up Year-Year 4	Potential funding source, pending authorization. Included in financial workbook.

9. Academic, operational, and financial success

In order to achieve Pinnacles Prep's mission, it is critical that students have strong foundational skills in ELA and math. We must ensure student growth in ELA and math to not only support meeting grade-level expectations, but also accelerate gains to eliminate gaps in achievement. Therefore, we have a goal that 90-99% of students will achieve their i-Ready growth goals. i-Ready is a nationally norm-referenced assessment that will monitor this goal throughout the year. Additionally, the extent to which students feel safe at school and have a growth mindset is a leading predictor of academic achievement. Safety and growth mindset are facilitated when a diverse student body feels included in the community equitably. We use the Panorama Equity and Inclusion Survey at the beginning and end of the academic year to measure this. The current founding board and leadership team of Pinnacles Prep has extensive financial and operations experience to help establish the school's foundation, and the school's director of finance and operations will sustain operational systems to manage the day-to-day logistics of the facility as well as the policies and procedures required to fulfill the requirements of the financial and organizational performance frameworks.

Category 1: Educational Plan and Capacity

Section 1: School Overview

Wenatchee, “Apple Capital of the World,” hosts the mighty Columbia River, and has mega-fires ravaging its forests due to climate change. It is a place that needs to be studied by students in order to protect and lead it into the future. Designed in response to a community-driven strategic plan, “Our Valley, Our Future,” calling for future-facing educational models that build leadership in all students in our community, Pinnacles Prep provides students with the culturally responsive, rigorous, and supportive academic environment they need to become active participants in their own education and community.

At scale, Pinnacles Prep is designed to serve 420 students in Grades 6-12 in the Wenatchee Valley, and it prioritizes students who are living in poverty, receiving English-language learner supports, identify as Latinx,^v are receiving special education services, and others who are systemically left behind because these students are not currently being prepared to serve as the future leaders that our Valley—their community—needs. Pinnacles Prep is dedicated to closing the opportunity and leadership gap for these students through:

1. Integrated Diversity, Equity, and Inclusion Practices
2. Social-Emotional Learning Supports
3. Place-Based Education

1. Educational Need, Anticipated Student Population, and Challenges:

Educational Need

Wenatchee residents believe in the potential of their children, and they see a need for an innovative secondary school option that uses place-based education in order to more fully engage and individualize instruction to reflect the changing nature of our world. Families are also deeply concerned about opportunity gaps that persist between student groups. Below is a table of proficiency data that shows the major gaps between subgroups and a lack of preparation for college. The most profound gap is between English-language learners (ELL) and non-ELL, followed by students with disabilities (SWD) and non-disabled students. The third-biggest gap, which is of particular concern, is between white and Latinx students. This is a concern because only half of Wenatchee Latinx students are ELL; therefore, this gap persists based on racial equity.

Local Proficiency Data for 2018-2019 school year from Washington Comprehensive Assessment Portal^{vi}

Student Population	Grade 5		Grade 8		Grade 10	
	ELA	Math	ELA	Math	ELA	Math
State	61	49	60	47	73	42
Eastmont	55	38	53	37	67	27
Wenatchee (WSD)	55	38	57	38	62	31
WSD Latinx	40	24	41	23	41	16
WSD White	72	55	76	55	82	46

WSD Students with Disabilities (SWD)	17	12	5	0	14	7
WSD Students without Disabilities	59	41	61	41	68	34
WSD English-Language Learners (ELL)	14	5	8	4	10	5
WSD Non-ELL	69	50	70	47	73	37

In addition to the disparate achievement outcomes displayed above, need and demand has been demonstrated through three community reports that highlight the desire for an innovative Grades 6-12 school model in Wenatchee. In 2014, the grassroots organization Our Valley, Our Future (OVOF) surveyed residents to identify priority areas to incorporate into a regional strategic plan. Of approximately 3,000 survey respondents, 23 percent self-identified as Latinx. The subsequent OVOF Action Plan identified several educational needs including: “finance and construct new school facilities incorporating state-of-the-art programs and technology to meet the demands of a growing population” and “expand the conversation about education quality and equity.” Committed to equitable education, Pinnacles Prep’s founders, who possess K-12 instruction, operations, finance, and nonprofit expertise, took the lead for these action items and answered the mandate by initiating a process to design a new educational option with the local community.

Community input in another survey drove who the new school should serve and where it should be located. The City of Wenatchee’s 2012 *Consolidated Action Plans* identified South Wenatchee as a priority geographic area for “greater economic and education opportunities for low- and moderate-income residents with attention paid to the need for bilingual and cross-cultural sensitivity.” Results from a third survey drove the core program elements found in Pinnacles Prep. In 2011-2012, Wenatchee School District launched a yearlong community survey related to learning that found a “very high” community mandate for: “hands-on project learning,” “students exploring career paths,” and “more parent engagement.” Other priority areas were volunteer opportunities, partnering with businesses, and more positive learning environments. These “universal mandates” from the community have not been realized on a systemwide scale. Therefore, Pinnacles Prep seeks to fulfill these needs. See **Attachment 3** for detailed results of each of these surveys.

To design the school, from 2017-2019, the Pinnacles Prep founders interviewed hundreds of community stakeholders and hosted dozens of focus groups and community meetings with prospective parents in the South Wenatchee Latinx community. These public meetings, outreach events, and individual conversations with Latinx parents, students, educators, community advocates, and local leadership continued to reveal the need for a more relevant, responsive, and innovative educational opportunity for Wenatchee Valley’s secondary student population. The common programming elements that stakeholders wanted to see included were:

- Rigorous and equitable learning opportunities so that 100% of students graduate and are college ready
- Hands-on, real-world, project-based learning
- Smaller, more personalized and self-directed learning environments
- Consistent mentoring from a caring adult
- Exceptional teaching in all classrooms
- Enhanced family and community engagement
- A social and emotional framework that nurtures the whole child

As a result, Pinnacles Prep founders responded directly to this community feedback by creating a secondary model with a competency-based academic program that includes: rigorous core classes and a place-based education block; a focus on social-emotional supports that includes an advisory structure in which students build relationships with supportive mentors; and an integration of diversity, equity and inclusion in the policies, procedures, and course load of the school to support student identity development and family and community engagement.

Anticipated student population

Pinnacles Prep will enroll roughly 70% of students from Wenatchee School District, 15% from Eastmont School District, and 15% from private schools and homeschool groups. The anticipated student population is demographically representative of our target region of South Wenatchee due to our plans to conduct targeted recruitment in this area. The anticipated student population of Wenatchee School District versus Pinnacles Prep is highlighted below.

Student Demographic Data per OSPI Report Card 2019-20 School Year

Student Population	%Low Income (FRL*)	%SWD	%ELL	%Migrant	%Latinx
Wenatchee School District	56	13	23	15	51
Pinnacles Prep Projected	60	13	20**	15	60

**FRL – students qualifying for free and reduced-price lunch*

***Represents an average ELL population across Wenatchee School District Middle Schools*

Non-Academic Challenges

Pinnacles Prep will serve students that require a set of academic and social-emotional interventions to help them accelerate. Many of the challenges faced by students in our community have to do with chronic poverty, as more than 50% of children in Chelan County live at or below 200% federal poverty level.^{vii} In the current 2019-2020 school year, 450 students are considered homeless in Wenatchee School District.^{viii} Other factors including depression, bullying, and drug use continue to plague our local districts. The 2018 Healthy Youth Survey given to students in Wenatchee School District revealed that 40% of Grade 8 students reported depression, with 17% reporting making a suicide plan; and those numbers increased in the Grade 10 year. Additionally, 30% of Grade 6, 28% of Grade 8, and 23% of Grade 10 students reported being bullied in school.^{ix} These health and welfare challenges, which we anticipate will be faced by many of our students, contribute to academic challenges and the disparate achievement outcomes displayed above. Thus, we will support students through our program element of social-emotional learning supports, which includes an advisory structure and use of the Valor Compass Model. The other Pinnacles Prep program elements work together to increase equity, promote agency, and emphasize the cultural responsiveness needed to address the non-academic challenges described above. See **Section 6: Curriculum and Instructional Design** for more information about the Compass Model.

Increasing opportunity and/or access to students who have been identified as at-risk

Pinnacles Prep expects to serve a majority of students identified as “at-risk.” Our education model is designed to increase opportunity to all students through a rigorous place-based education curriculum that engages students’ interests. A rigorous, grade-level environment for students that may enter academically behind requires a strong support structure; therefore, we use an advisory model where every student checks in with their mentor daily in order to have access to our fully inclusive program. Every student at Pinnacles Prep gets access to rigorous grade-level standards in all courses, as well as an additional intervention and extension period called “PEAK” that is designed to target specific skills gaps and individual student needs. Therefore, students with additional needs, whether they be academic,

social or behavioral, get the support they need outside of regularly scheduled classes, so that no student is pulled from grade-level course work in order to work on targeted skills.

Pinnacles Prep leaders will also work with the North Central Education Service District and True Measure Collaborative to make sure the supports we have in place for students identified as “at-risk” are effective. Additionally, we cultivate a data-driven culture where all staff and mentors are constantly reflecting on measurable outcomes for students to know whether the curriculum, instruction, and targeted interventions and supports are doing what they were designed to do. See **Section 23: Performance Framework** for more information on use of data to progress monitor students.

Pinnacles Prep will meet the SB6194 priority to serve “at-risk” students through intentional recruitment in low-income areas of Wenatchee and by utilizing approved enrollment lottery preferences per RCW 28A.710.010.

Grade Levels and Growth Plan

Through the community surveys identified above, respondents identified the need for an alternative secondary option. Therefore, we will begin serving students in Grades 6 and 7 and grow to full enrollment to Grade 12 by Year 6. Enrolling 60 students per grade allows us to serve two cohorts of students per grade level, fostering the collaboration and co-planning needed for teachers to provide students with an exceptional academic program. We anticipate a smaller Grade 7 cohort in Year 1 because it is not a natural school transition year for area districts. We expect to backfill ten seats in our highest grades in Years 2 and 3, as awareness of the school grows in our community and families seek to find a program that ensures their students are in a setting that supports them through high school and prepares them for college.

Pinnacles Prep Enrollment Plan

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
6 th	60	60	60	60	60	60
7 th	40	60	60	60	60	60
8 th		50	60	60	60	60
9 th			60	60	60	60
10 th				60	60	60
11 th					60	60
12 th						60
Total	100	170	240	300	360	420

The slow growth enabled by phasing in a single grade each year allows for the creation of a strong academic program and a school culture that is culturally responsive to all our students. National research from Stanford University’s Center for Research on Education Outcomes has found this type of growth model correlates to higher performance, especially in middle school.^x

2. Geographic Location

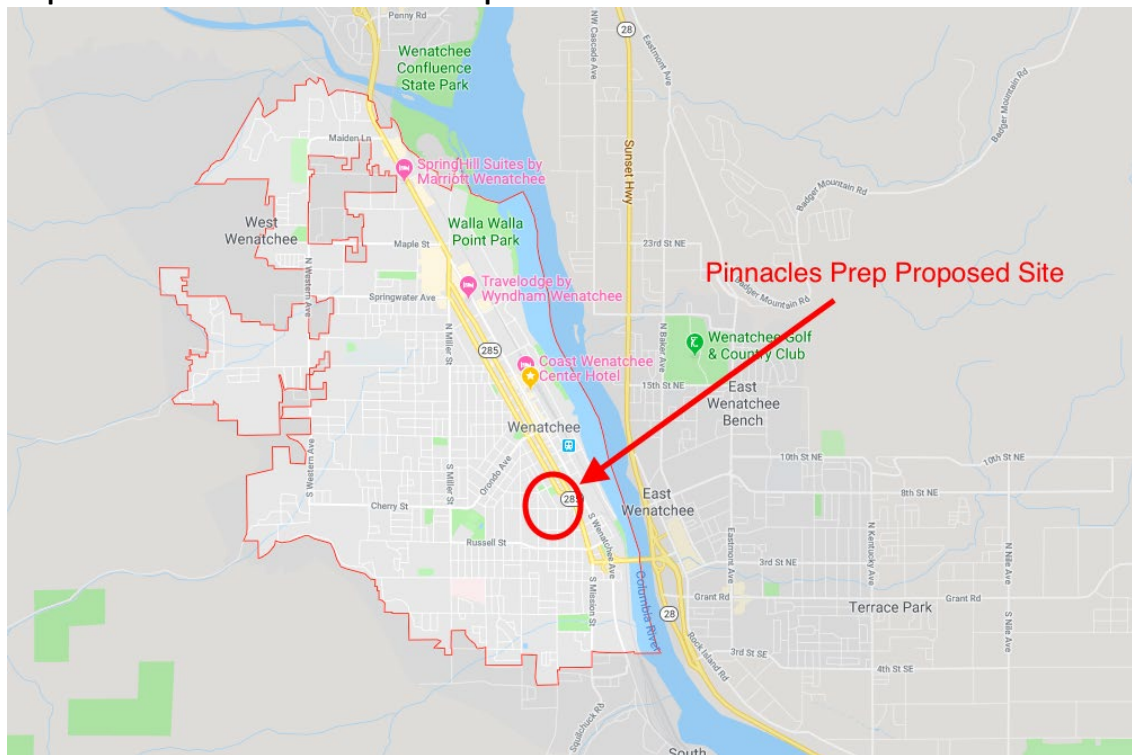
To ensure students have equitable access to a high-performing school, Pinnacles Prep has identified a prospective facility in South Wenatchee. This area encompasses Wenatchee’s most underserved neighborhoods. In South Wenatchee 82% of families are low-income, half of the district’s Title I schools are located here, and 49% of the district’s English-language learners (ELL) reside in the area. Statistics

from the area schools illuminate disturbing discrepancies in academic achievement compared to other local schools. Comprised of primarily Latinx and migrant families, these neighborhoods are also impacted by significantly lower rates of high school graduation, and for those that graduate, state figures show dramatically higher rates of required post-secondary remediation (65%). In a 2017-18 Office of Superintendent of Public Instruction report, the remediation-rate gap was 50% when comparing White and Latinx graduates. Pinnacles Prep’s outreach efforts are focused in this region because it is the home of three elementary schools that have the lowest academic outcomes for Latinx, SWD, and ELL in Wenatchee School District, and these schools will serve as feeders to Pinnacles Prep, where academic and social-emotional interventions will close outcome gaps before students progress to high school and college. The table below highlights an average of 2018-19 Smarter Balanced Assessment Data in the three elementary schools in South Wenatchee.

Average percent proficiency for South Wenatchee Grade 5 student on the 2018-2019 Smarter Balanced Assessment, from Washington Comprehensive Assessment Portal

Subject	White Students	Latinx Students	ELL	SWD
Math	55	24	7	5
ELA	59	43	21	10

Map of Wenatchee and Location of Proposed Site



3. Plan, Mission, Vision, and Goals

Plan

Pinnacles Prep serves a diverse student body in Grades 6-12 and works to close the opportunity gap through a culturally responsive, rigorous, and supportive academic environment. Diversity, equity, and

inclusion (DEI) practices, social-emotional learning (SEL), and place-based education (PBE) are the foundation of our model:

- **DEI:** Members of our Student and Parent Advisory Councils create and monitor a playbook that describes what DEI looks like in action so that patterns of systemic racism that perpetuate the opportunity gaps that exist in our community are disrupted.
- **PBE:** Partnering with the Teton Science Schools' Place Network, our model provides students with place-based curriculum utilizing our community as our classroom for interdisciplinary, learner-centered projects. Our students see themselves as changemakers and leaders.
- **SEL:** Mentors check in daily with students about academic and social-emotional learning. The Valor Compass model, which is a comprehensive human development curriculum, largely delivered through weekly circle discussions, drives our advisory program and builds students' cognitive and noncognitive habits and community.

See **Section 5: Program Overview** for a deeper explanation of how these program elements support our anticipated student population.

Mission

We exist to cultivate curious, confident, and self-directed students who lead and succeed in college, their careers, and their communities.

Vision

Our graduates will be leaders in driving our Valley's future forward with the knowledge, skills, and mindsets needed to make it a thriving economic, scientific, and artistic hub for the 21st century. Pinnacles students will be the engineers, conservationists, agricultural leaders, and creators of the Valley to come.

Goals

Long-range operational and academic goals that support the achievement of our mission include:

Goal 1: Pinnacles Prep creates and sustains a diverse culture that is equitable and inclusive of all stakeholders as evidenced by a community-created playbook with key performance indicators.

Goal 2: Pinnacles Prep supports all students to have the option of attending a rigorous post-secondary option, and 100% of graduates will be accepted into at least one college.

Goal 3: Pinnacles Prep will hire a high-quality staff that is diverse and mission-aligned and stays with the school for at least three years in order to teach and mentor students.

Goal 4: Pinnacles Prep maintains a diverse board of trustees who represent the demographic target population of our school with at least 50% identifying as Latinx.

4. Request for Additional Planning Year

Pinnacles Prep plans to open in August 2021 and does not seek an additional planning year.

Section 2: Family and Community Engagement

Pinnacles Prep leadership is committed to creating a school environment that is community driven and co-created with stakeholders. Engaging with families and our community is critical to actualizing Pinnacles Prep's mission to cultivate confident and self-directed students who are college-ready community leaders.

1. Methods of Assessing Demand

Pinnacles Prep co-founders, Rick Wray and Sara Rolfs, studied several community surveys that indicated a widespread parent desire for smaller, secondary school options for underserved populations that provide innovative, hands-on learning and an equity-driven environment in the Wenatchee Valley. Seeing this as a call to action, beginning in 2017, the founding Pinnacles Prep team held over 253 meetings with community stakeholders and facilitated community meetings with prospective parents to better understand the current educational landscape and the needs of our underserved populations. As a plan for a new school began to crystalize, we continued to collect data about a potential model to workshop with the community. We tabled at ten community events attended by our anticipated student population. We received 226 responses to a Spanish/English survey that was released in the spring of 2018. We held three student, two parent and five communitywide focus groups and in the winter of 2017-2018, and piloted social-emotional learning curriculum at a local middle school to collect data about what would meet the needs of our anticipated population. Starting in September 2019, we began holding monthly community design sessions to co-create a school model with the community. We partnered with other education and mission-aligned organizations to hold a broader and deeper conversation about education in our valley. We continue to hold 1:1 conversations and small group meetings to ensure that we hear all the voices of our community. See **Attachment 3** for relevant sections of community surveys, a tracker of stakeholder meetings, photos, agendas, notes, sign-in logs of potential families, and additional artifacts from the above-mentioned engagements.

2. Evidence of Ample and Diverse Support

The idea for Pinnacles Prep was born out of community and parent surveys conducted by a variety of organizations over the past decade. The breadth of the sponsoring organizations represented indicate broad-based support for a small, innovative school model that is based on engaging parents and the broader community. To date, 63 individual families have indicated interest in enrolling (see sign-in sheets in **Attachment 3**).

Diverse support is evidenced by the myriad of organizations who have partnered with us on our community design sessions, collaborated with curriculum piloting, invited us to present at their organizational meetings (see meeting tracker in **Attachment 3**), and have signed letters of support or MOUs provided in this application. We continue to have organizations and individuals reach out to learn more about our vision and plan.

Interest and support continue to grow in not only a general nature, but also in residents becoming involved in our committees and outreach efforts. Our Family and Community Engagement Committee began as two board members organizing the first Community Design Session. Now, we have a 13-member committee, in which eight of those members identify as Latinx. Our Community Design Sessions attendance and representation is growing. In September we had 20 attendees with 12% Latinx representation and 30% potential families, and by December we had 52 attendees with 85% Latinx representation and 90% potential families.

3. Co-Constructing with Community

Successful schools are built on a foundation of an engaged community and invested families. In an effort to be fully inclusive, Pinnacles Prep leadership has provided opportunities for the general community to participate in design sessions and conversations. As our community has given voice to their ideas for better public education, we continue to create and refine our instructional framework and the cultural foundation of the school by consistently engaging all members including those groups (Latinx families, South Wenatchee residents, students with disabilities, low-income families) that have typically been left out of the conversation, to ensure that our model is a collaborative, community-driven effort. Utilizing the Pomegranate Center Method of Community Engagement,^{xi} Pinnacles Prep holds monthly community-design sessions where we elicit feedback on different aspects of our proposed model. The table below summarizes learnings from the design sessions and stakeholder engagements and the influence they have had on the Pinnacles Prep model.

Stakeholder Engagement Date	Stakeholder Group	Model Integration
4.26.18	Community survey	Smaller options for middle & high school College ready (not just diploma) Equitable/rigorous expectations Project-based learning
10.30.18	WestSide High – Alternative Learning Environment in Wenatchee: Student focus group	Personalized learning Social-emotional learning
12.2018 – 1.2019	Orchard Middle School – SEL Pilot – based on Valor Compass in Grade 7	Art integration SEL needs direct attention and instruction
1.2019 – 7.2019	Rec to Tech Design Challenge Fellowship outreach -collaboration with GWATA and City of Wenatchee	Robotics and technology Makerspace STEM
9.26.19	Community Design Session	Looping, uniforms, supplemental programs
10.29.19	Community Design Session – STEM Experts	Hands-on learning and technology access
12.19.19	Parque Padrinos	Technology access and equity in STEM Helping parents on how to help their child
1.23.20	Wenatchee Valley Homeschoolers	Hands-on learning and personalized pathways
1.29.29	Impact of Race on Education	Cultural awareness Equitable expectations Parent engagement

Pinnacles Prep created a Family and Community Engagement Committee (FACE) that is comprised of potential parents and community members. The FACE Committee is dedicated to recruitment and marketing of the Pinnacles Prep vision. In addition, the FACE Committee guides our recruitment efforts and is a feedback mechanism for prospective families to provide input and guidance on how to build an inclusive, vibrant culture that attracts students from all areas and groups of our community.

Pinnacles Prep leadership has met with a myriad of educational experts to ensure our framework meets all the requirements and sets rigorous, achievable expectations for all our students. Please see **Attachment 3** for meeting tracker details.

4. Ongoing Family Engagement

Families are a key element to ensuring that Pinnacles Prep is successful.^{xii} We have engaged with families and students from the outset and have a timeline in place to provide multiple touchpoints and pathways for engagement:

Pre-Authorization: Families are invited to our monthly community design session. Pinnacles Prep leadership also attends meetings and gatherings of organizations that serve prospective families.

Planning Year: Our focus will be in engaging with families of students who are of the age to enroll in our founding Grades 6 and 7 classes. We will hold recruitment events at our facility and at community gatherings attended by our anticipated student population.

Year 1: Family engagement will become more formalized with the establishment of our Parent Advisory Council (PAC) and Student Advisory Council (SAC). Our DEI Study Team will also begin its work. (See **Section 17: Advisory Bodies** for more detail.) Pinnacles Prep Leadership will work with the PAC, SAC and the DEI Study Team to co-create our parent and family engagement strategies and tools. Ongoing engagement through recruitment events and tabling at community gatherings will continue.

Year 2: By Year 2 we anticipate having a cohort of parents that serve as ambassadors to assist in telling our story, sharing our vision and recruiting families. The PAC, SAC, and DEI Study Team continue their work.

Year 5: By Year 5, we anticipate robust parent involvement. The PAC, SAC and DEI Study Team will be well established, and our feedback/input loop should be proven, which we hope will indicate a high degree of parent satisfaction.

Inclusive Practices

We will work with individual families to provide as many engagement opportunities without creating an increased burden:

- We will survey families on what is the best way to communicate with them (platform, email, hardcopy, text, phone) and will communicate with them in their preferred mode.
- We will hire bilingual staff.
- We will provide all written materials in the families' preferred language. If a family is non-literate, we will provide verbal services of all written material.
- We will provide translation services for all in-person meetings, as needed.
- We will host a family night during orientation. This will provide an opportunity for families to familiarize themselves with the facility.
- Communication from Pinnacles Prep will be coordinated, consistent, and personalized.

5. Family-School Partnerships

A parent's love for their child is an infinite resource that should be honored and supported by any means necessary. Pinnacles Prep strives to provide appropriate, inclusive, and equity-driven opportunities to support and lift families. Pinnacles Prep understands that a high rate of parent involvement is a major factor in student success but that some parents are unsure about how to engage with their student's learning in a meaningful and authentic manner. Leveraging the powerful work of Alejandro Gibes de Gac of *Springboard Collaborative*,^{xiii} that focuses on closing the gap between school and home by empowering parents to be more active participants in their child's education, Pinnacles

Prep will provide quarterly Parent Empowerment Workshops (PEW). Utilizing the expertise of our foundational teachers, special education and English language learner specialists, and North Central Educational Service District (NCESD) coaches, this time will be spent providing parents with tangible tools on how to engage with the student and their learning.

Pinnacles Prep is deeply committed to and recognizes the impact that family engagement has on students' success. We provide a multipronged and layered approach to family engagement. By offering multiple pathways to engaging with the school, families are granted a better chance to feel like part of the school community. The table below outlines engagement opportunities that Pinnacles Prep seeks to build into its family offerings over the life of the school. Pinnacles Prep staff and community partners will collaborate in delivering these services.

Type of Support	Engagement Opportunity
Parenting	<ul style="list-style-type: none"> • Tech trainings – focused on how to access communication platforms, website, social media, google translate, email, etc. • Post-secondary information sessions • Home visits in August and as needed • PEW – information and training on how to engage with students and create successful learning environments at home
Communication	<ul style="list-style-type: none"> • Weekly check-in report on student progress via mentors • Information provided in family's preferred language and mode • Quarterly student-led conferences • Quarterly Exhibitions (see Section 5: Program Overview)
Volunteering (ongoing)	<ul style="list-style-type: none"> • Volunteer opportunities with consideration of time and transportation constraints • Classroom • Afterschool • Place-based education (see Section 6: Curriculum and Instructional Design) • In-home
Decision Making	<ul style="list-style-type: none"> • Parent Advisory Council (see Section 17: Advisory Bodies) • DEI study team (see Sections 5: Program Overview and 17: Advisory Bodies) • Governance (see Section 17: Advisory Bodies)

Pinnacles Prep will not require families to volunteer at the school as these types of requirements can be exclusionary.

6. Community Resources and Partnerships

Pinnacles Prep believes that connecting schools with the greater community is a powerful and necessary tool. We have forged several key partnerships with mission-aligned community-based organizations to ensure that our students and families are connected (see **Attachment 20** for Draft Letters of Intent):

- *Columbia Valley Community Health* is committed to providing medical, dental, and behavioral health services for our students and families.
- *North Central Regional Library* is committed to partnering with Pinnacles Prep to provide STEM education and access to technological resources. They have agreed to provide a library for our school facility.

See **Section 20: Education Service Providers (ESP) and Other Partnerships** for additional anticipated community-based partnerships.

Section 3: School Culture and Climate

1. School Culture Overview

A rich, culturally diverse student population will attend Pinnacles Prep for middle and high school. Many of these students experience challenges—personal, systemic, or both. We create an inclusive culture where all students, particularly Latinx students, students in poverty, student with disabilities, students who are English-language learners (ELLs), and students at risk of academic failure, feel valued by ensuring all of our key program elements are undergirded by our values. Pinnacles Prep’s EPIC core values, defined in the table below, crosscut all aspects of our school model. Students are introduced to these values in Grade 6 and are expected to carry them to graduation and beyond:

Equity	We practice equity: We develop the empathy needed to champion equity for all. We embed equity into every aspect of our school community.
Perseverance	We persevere: We develop the perseverance it takes to tackle rigorous academic, social, and personal challenges. We know perseverance leads to resilience and resilience leads to confidence and empowerment.
Inquiry	We are curious: We have a strong desire to learn and ask good questions about issues that have relevance because they spark learning. Inquiry creates ideas that lead to innovation and problem-solving.
Collaboration	We collaborate: We are stronger together—student and teachers, teachers and family, and school and community. Through true collaboration, we can develop the vision and voice necessary to lead the changes we want to see in our school, community, and world.

Essential Pinnacles Prep program elements are designed to both promote and foster EPIC values with all school stakeholders in order to create a positive and culturally inclusive environment that drives toward the achievement of our mission.

EQUITY is promoted through Integrated Diversity, Equity, and Inclusion Practices and Social-Emotional Learning Supports:

- A DEI Playbook that contains benchmarks for school environment, policies, procedures, and instruction created by a DEI Study Team ensures that a range of Latinx histories, cultural contexts, and lived experiences are respectfully, intentionally, and authentically incorporated into our school day, along with other systemically underserved groups’ experiences such as, low-income students, and students with disabilities.
- Parent Empowerment Workshops allow parents access to tools and skills to support their student’s learning at home.
- Staff and board receive on-going training on cultural humility and culturally responsive teaching.
- Every prospective staff member is vetted for having high expectations and a growth mindset for all students through a rigorous interview and hiring process. Teachers having high expectations for all students has the effect of more than a year’s worth of growth for all students as found in John Hattie’s Research.^{xiv}
- Students agree to Compass circle commitments of inclusion and diversity, believing that our individual well-being and success is connected to well-being of and success of the community as a whole.

PERSEVERANCE is promoted through Social-Emotional Learning Supports:

- Research studies conclusively show the value of relationships as a strong academic achievement catalyst.^{xv} Thus, every student has a mentor they meet with every morning in Grades 6-12 to guide them through their Individualized Learning Plan (ILP). Starting in Grade 8, mentors also support students with their High School and Beyond Plan.
- Every student's story is known from the beginning through initial home visits, mentor relationships and academic diagnostic tools given at the start of the school year.
- Every staff member is trained in the power of the relational mindset per the Valor Compass framework, which cultivates the following habits: student identity, joy, integrity, determination, courage, kindness, curiosity, and diversity of perspective.
- Every staff member leads and engages in community circles via the Valor Compass curriculum to understand trauma, its manifestations, and its needs.
- Every staff member is trained using OSPI's Heart of Learning: Compassion, Resiliency, and Academic Success training tool during staff summer institute; and uses trauma-informed practices.^{xvi} Trauma-informed schools prioritize relationships, provide spaces and opportunities for regulation, and have a focus on wellness and self-care for both students and staff.
- Every student gets movement breaks and has a space to self-regulate, as needed.

INQUIRY is promoted through Place-Based Education and Social-Emotional Learning:

- Daily place-based education (PBE) blocks give students voice and choice based on their curiosities and passions and are able to apply interdisciplinary skills to solve complex community challenges.
- In high school, students gain more opportunities for exploration and connection through authentic internships, job shadowing, and community partnerships during the PBE block.
- Compass circles provide safe spaces for individuals to evolve within the dimensions of body, mind, heart, and spirit. It is a space for students to conduct deep personal inquiry and learn about others.

COLLABORATION is promoted schoolwide:

- Students and staff publicly celebrate exemplars of EPIC core values during Monday community meetings, noting specific ways students and staff demonstrated them that week.
- Students give feedback on all aspects of school culture via a Student Advisory Committee led by peers.
- Students participate in weekly Compass circles with their advisory group fostering a sense of trust, community, and belonging.
- Students work in small groups in disciplinary classes, during PEAK time, and during PBE blocks to master competencies, conduct research, and share findings.

2. Student-informed culture and climate

In order to foster student ownership and agency towards Pinnacles Prep's culture and climate, students need to have a voice in the creation and regulation of our school climate. The table below represents the big themes that emerged from student survey data of current WestSide high school students, which informs many aspects of our school design. See **Attachment 3** for data.

Student Survey Themes	Pinnacles Prep Model
Desire for whole-child/social-	Advisory mentorships promote academic and social-emotional support. Staff "loop" with their students throughout the middle level in order to

Student Survey Themes	Pinnacles Prep Model
emotional supports	provide another layer of support.
Desire for personalized learning	Competency-based courses reveal exactly what students need to do to gain proficiency and be promoted to the next grade. Additionally, the last quarter of each middle school year is dedicated to passion projects.
Desire to be prepared for college	We hold every student to high expectations, including for grade level promotion and graduation. We add additional credits of math, science, and an internship experience that are necessary for closing the college remediation gap that currently exists.
Interest in project-based learning	We create quarter-long interdisciplinary place-based learning units in which students engage in relevant application of academic standards and competencies with community partners.
Interest in equitable expectations and rigorous coursework	We believe that all students should have access to grade-level content and should not be pulled from classes for interventions. Therefore, we designed PEAK, an intervention/extension time outside of regular coursework where students can get individualized support.
Interest in diverse, high-quality faculty	We know that teachers are critical levers in closing the opportunity gap. Therefore, we create a hiring process to find the most qualified candidates that have a track record of building strong relationships and closing the opportunity gap.

Moving forward, students help to co-author and commit to a community-developed diversity, equity, and inclusion (DEI) playbook. Student representatives serve on our DEI Study Team, also comprised of staff and parents, that review DEI student survey data to show progress toward key performance indicators that will be developed (see **Section 5: Program Overview**). A Student Advisory Council comprised of students of all ages will help guide the Pinnacles instructional framework, programming, and cultural practices (see **Section 17: Advisory Bodies**) and review other critical student feedback data quarterly to make sure we are supporting all students to the fullest extent. These activities help us to instill our core values.

3. Culture Implementation

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

- **Pinnacles Prep Staff Summer Institute:** The summer prior to opening, staff will attend a four-week orientation that builds our community around our core values and provides professional learning around our anticipated student population, community, program terms, and curriculum. See the professional development schedule in **Attachment 23** for more details.
- **Morning Team Huddles:** Every morning the whole staff gather to support one another addressing any collective goals, concerns, or celebrations for the day.
- **Pinnacles Prep Student Orientation Program:** Student orientation helps students learn about our community and school values, classroom routines, and schoolwide expectations, and begin to develop relationships with our staff. All students will be paired with a staff mentor who will visit their home, or another place of the student's choosing, during the month of August in order to

establish a relationship with parents and students. Interpreters will accompany any staff to meet with families needing interpretation.

- **Weekly Community Meetings:** Every Monday, we begin our week with an all-school community meeting that functions as a time to connect with teachers and mentors, share announcements, set the tone for the week, and recognize students and staff for showing commitment toward our EPIC core values.
- **Daily Advisory Time:** Each student meets with their mentor at the beginning of every school day in middle and high school in order to track progress toward individual learning plans, as well as during a longer advisory block on Mondays that is dedicated to social-emotional learning.
- **Positive Behavior Interventions and Supports (PBIS):** Staff receive professional learning around the research and impact of these routines that will guide consistency of practice. Students receive daily feedback on their progress toward meeting schoolwide expectations through staff noticing students who are following schoolwide expectations in the classroom and other common areas and recognizing them verbally or in writing. In high school, students continue to be acknowledged for following schoolwide expectations within the school environment as well as while on internships and job shadowing.

4. Welcoming Students Mid-Year

Students who join Pinnacles Prep mid-year will shadow a student prior to their first day; receive a home visit by their mentor; participate in an abbreviated orientation program; be assigned a student mentor who will support them as they learn school routines; and receive additional school/family communication during the first month of school.

5 & 6. Typical School Day for Student and Teacher

The following “typical school day” is a hybrid between late-start Monday and our Tues/Thursday/Friday schedule. See **Attachment 9** for the middle school schedule.

Activity	Sonya, Grade 6 student	Ms. Yanez, Humanities teacher
Before School	Sonya is student from the neighborhood who walks to school and comes in early to eat breakfast. Sonya is bilingual and has the ability to speak Spanish and English.	Ms. Yanez joins her team huddle and shares quick announcements about the upcoming assessment cycle.
Middle School (MS) Monday Advisory 60 minutes	Sonya is warmly greeted by her mentor with a high five. She then sits in a circle with her peers for Compass time. This morning Sonya stands in the middle of the circle and reflects on the Compass habit of “Diversity of Perspective.” She makes connections between her personal values and perspectives and expresses appreciation for another student who holds a different perspective from her own. (Tuesday through Friday Advisory is 30 minutes and dedicated to individual student progress toward goals)	Ms. Yanez greets all of her advisory group with a hug, handshake, or high five (student choice). She then facilitates Compass circle. Today students are reflecting on their work with the Compass habits.
MS Humanities 60 minutes	Sonya heads to Humanities class where the theme for this unit of study is “The Hero’s Journey.” Sonya meets first with Ms. Yanez and participates in a small group seminar about close reading in <i>The Lightning</i>	Utilizing the Engage NY curriculum, Expeditionary Learning, Ms. Yanez has designed a blended classroom

Activity	Sonya, Grade 6 student	Ms. Yanez, Humanities teacher
	<p><i>Thief</i>, which is an exciting grade-level text. She then finds peers who are currently practicing textual analysis via close reading strategies and she works with them to close read a few passages. Finally, she grabs a Chromebook and spends the rest of the period writing an essay to write her own hero's journey that connects with her life. She decides to write about her family's experience immigrating to Wenatchee.</p> <p>Before the end of the period, Sonya checks her ILP to make sure she met her goals and checks which PEAK group she will attend during PEAK time.</p>	<p>that uses rotation stations based on common formative assessment data. She found that 25% of her class needed help annotating text and finding the theme, so today she is working with small groups on those skills.</p> <p>While she works with small groups, the rest of her class manages themselves using their ILPs and rotation stations.</p>
MS Math 60 minutes	<p>Sonya heads to math where the unit of study is on ratio and proportions. First, Sonya participates in an entry task and works with a small group to share their ideas about how to solve the problem in multiple ways. Ms. Adams, the math teacher, does some direct instruction around the topic for about 10 minutes with the group. Sonya then does some guided practice with her peers around a few more tasks related to the problem. Ms. Adams checks in with them about their answers. Sonya opens a Chromebook and does some independent practice on her own. After submitting her exit ticket for the day's objective, she takes a quick i-Ready assessment at the end of class. She immediately gets a report of the skills she will need to keep practicing.</p> <p>She and her teacher now know how she will spend time with the online instruction and guided practice toward those skills, as well as where she will need to focus during PEAK time to keep her on track.</p> <p>Five minutes before the end of the period, she checks her ILP to make sure she met her goals for her math block and checks which intervention group she will attend during PEAK.</p>	<p>Ms. Yanez teaches a second humanities block.</p> <p>Two students in the class are English-language learners. The ELL Specialist pushes into this class and works with those two students in a small group, directly instructing close reading a small portion of text.</p>
MS Science 60 minutes	<p>The engineering unit Sonya is currently working on is how to design an environmentally friendly cup to keep a drink cold. She begins the lesson with her small group, reviewing what the class group consensus model was around the criteria and constraints for an effective cup. She then works independently to come up with three designs for the cup, based on the criteria and constraints, as well as how the science ideas of thermodynamics and sustainability play a role. She shares her three designs with her group and hears about their designs and then they spend time comparing and choosing one</p>	<p>Ms. Yanez has a planning block now. She looks through all the exit tickets from the previous two classes and sorts them in low, medium and high levels of understanding. She then makes a plan for her station rotations for tomorrow using the data from the exit tickets.</p>

Activity	Sonya, Grade 6 student	Ms. Yanez, Humanities teacher
	design to create and test. She has some good ideas about the design but is still a little unsure of how the choice of materials will affect the environment in the long term. She makes a plan to research that for tomorrow's class.	
MS Lunch 30 minutes	Sonya eats lunch with her friends outside in the courtyard today, because the weather is nice. Then, she goes to the city park that the school uses and walks around the community garden for the last 15 minutes of lunch.	Ms. Yanez eats lunch with other staff members. They chat about her latest climbing trip in the North Cascades.
MS PEAK Time 60 minutes	PEAK time is led by Intervention Specialists (Special Education and ELL). Sonya attends 30 minutes of ELA and 30 minutes of math intervention. She has a plan for both based on her diagnostic assessments. ELA PEAK: Since Sonya is working on her fluency, she participates in a phonics rotation with Ms. Garcia, an ELL specialist, who is guiding a small group for 15 minutes. For the last 10 minutes, she works independently with a computer adaptive program called Lexia which is designed to help increase her with fluency. She takes a five-minute stretch break and then goes to the room next door to work on math intervention. Math PEAK: Sonya works with her i-Ready software and continues her guided practice. The second 15 minutes she checks in with an intervention specialist to report her progress and ask questions.	Ms. Yanez meets with the other humanities teachers for a data meeting for 30 minutes. She brings formative assessment data from humanities as well as from the recent Smarter Balanced Interim Assessment Blocks. They discuss which interventions will be best for targeting the specific needs of students for the next six weeks. They celebrate that ELA interventions have resulted in six students making gains and are now reading at grade-level. The last 30 minutes she helps students in PEAK.
MS Elective 60 minutes	Sonya heads to her STEM elective, which is computer science and is taught by her science teacher. She has been learning about programming for the physical world by blending software development to hardware design. She is working on a design for an interactive art installation, and today she is refining the code for the microcontrollers that will bring it to life for the upcoming Exhibition Night.	Ms. Yanez meets with the math teacher to get ready for the place-based block which is team taught with math and science teachers. Together they look at common exit tickets from the previous class to determine the students who need more targeted instruction calculating ratios for the upcoming field study day.
MS Place- Based Education (PBE) 60 minutes	Sonya's last block of the day is PBE. Her class is using standards currently being taught in humanities and math (claims, and ratio and proportions) to measure the biodiversity of the Wenatchee Foothills. In this project, students conduct a quadrat survey in order to investigate the health of the local ecosystem of a nearby nature preserve. Sonya's group is going to	Together with the science teacher, Ms. Yanez facilitates a class of 30 students through the application of grade-level standards to a place-based unit that involves a calculating biodiversity at a local nature

Activity	Sonya, Grade 6 student	Ms. Yanez, Humanities teacher
	calculate the biodiversity and will present her group's findings and discuss their implications in the form of a news article, which the Chelan Douglas Land Trust has agreed to send out as part of their newsletter.	preserve. Today, students are working in small groups to prepare for their field study that will take place this week.
After School	Sonya stops by the homework center for extra help with math. Then, she walks home excited to talk about the hero's journey with her father to ask him some questions about his childhood heroes and his own journey to Wenatchee.	Ms. Yanez stands at her door to say goodbye to everyone and be available for any parents or students.

7. Students at Risk of Dropping Out

Pinnacles Prep's school culture creates a supportive environment that fosters student agency and makes learning relevant to students' lives. Pinnacles has safety nets for those most at risk for dropping out, which include:

Advisory: Advisory blocks are the cornerstone to our support for at-risk students, ensuring they are known, supported, and held to high expectations for academic and personal success. Compass circle practice occurs weekly and functions in part to identify early warning indicators for individuals as well as the community as a whole. Concerns that arise in circle are an opportunity for early identification and intervention. Mentors bring concerns that arise to weekly Student Study Team (SST) meetings. Mentors record attendance daily, celebrate successes, and receive any important behavior referrals and academic or social concerns from other teachers. Mentors access mentees' ILPs daily for goal setting and missing or incomplete work. Weekly communication with families via the ILP creates a direct line of communication about potential concerns.

Middle School Looping: Foundational teachers will advance grade-level instruction with the same students until Grade 8 in order to foster and strengthen relationships, relieve time needed to teach new routines to new students, and foster stronger vertical alignment of standards and competencies within the same group of students. There is also increased communication with parents, students enjoy school more, have fewer absences, have fewer discipline problems, and are less likely to drop-out of school.^{xvii}

Individualized Learning Plans (ILPs): These plans allow the educational roadmap to be visual to all students as they record and track achievement of goals and competencies. Students can choose to accelerate their learning because the standards and competencies for what they need to achieve for promotion to the next grade are clear. PEAK time provides daily time to remediate core skills. High school students receive mentor support to map course electives and high school credits in order to have a clear picture of what steps are needed for graduation and career goals.

Place-Based Education: These blocks allow students to gain comfort in working with community partners on projects that are personally relevant and that support their learning and pathway toward post-secondary success. Students have an opportunity to network and uncover potential career pathways.

Section 4: Student Recruitment, Enrollment, and Retention

1. Student Recruitment and Marketing

The Pinnacles Prep leadership team has employed a variety of methods to engage the community to assess demand and support for the proposed program (see **Section 2: Family and Community Engagement**) and will continue to gauge parent satisfaction and demand throughout the life of the school. We reach out to families throughout our Valley and intentionally engage with community members who are representative of all members of our community as identified by ethnicity, gender, socioeconomic status, language preference, special education, sexual orientation, gender, literacy, and academic level. We focus efforts and attention on underserved populations as identified by the Office of the Superintendent of Public Instruction (OSPI) and other community-generated data and reports.

Pre-Opening Enrollment Strategy

Our pre-opening recruitment methods and materials were generated from three years of outreach efforts. The materials feature our anticipated opening date and grades served, core model, core values, mission, and vision. All materials are translated into the two predominant languages spoken in our community, English and Spanish. We have contracted with a family and community engagement outreach worker who is local, bilingual, and bicultural. We also have bilingual board members and a dedicated team of Family and Community Engagement (FACE) volunteers who assist us when engaging the Spanish speaking community. We have been implementing a multipronged marketing approach where we are organizing in-person, community-driven school design sessions; utilizing social media platforms for digital outreach; tabling at community events; and in the summer of 2020 will begin canvassing the neighborhood door-to-door. Here are some of our current and future pre-opening engagement strategies in more detail:

Community design sessions – We host monthly meetings to provide information about our vision and to solicit ideas via small group work from our entire community to build sense of ownership in the school and in our potential future school community members. Thus far, we have facilitated Charters 101; STEM Pathways: College, Career, & Community sessions; an Hour of Code y Posada; and two discussions about equity and quality in education. We are committed to partnering with other education organizations to elevate the discussion about education beyond just our proposed charter public school. We are partnering with the Apple STEM Network; the Wenatchee Valley College MESA Program; the Wenatchee Valley Technical Center; the North Central Regional Library; Greater Wenatchee Area Technology Alliance; Our Valley, Our Future; North Central Educational Service District; Parque Padrinos; the Community for the Advancement of Family Education (CAFÉ); and local traditional public school districts to hold these conversations and glean feedback as to how to better serve students and families. All of these community-based organizations (CBO) have deep roots in the community and are mission-aligned with Pinnacles Prep.

Meeting key neighborhood organizations and influencers – To ensure equity-driven outreach and in an effort to reduce time and transportation barriers, we prioritize attending existing events and meetings to ensure access to information about Pinnacles Prep. We have invited several key influencers to join our founding board and committees, and partner in on-going projects. We have met with mission aligned CBOs to inform them of our vision and to utilize their communication network to spread the word about our proposed vision. CBOs with whom we are partnering are Chelan Douglas Community Literacy Council; Chelan-Douglas Parent to Parent; Parque Padrinos; United Neighborhood Association; CAFÉ; Columbia Valley Community Health; Our Valley, Our Future; Action Health Partners; and the City of Wenatchee. See **Attachment 20** for letters of support/intent.

Digital outreach – Feedback from our stakeholders has directed us to use Facebook and texting as the most effective form of digital outreach. We utilize both these platforms as well as Instagram and Mailchimp to inform community members of outreach efforts and community design sessions.

Throughout the Charter Contract Term

Parents serving as ambassadors are recruiters and our best source of information. Our FACE Committee will work with our parent ambassadors to engage with prospective students and families in 1:1 meetings and recruitment events, and will help us connect with mission-aligned CBOs to reach out to families who will benefit from enrolling in Pinnacles Prep. Pinnacles Prep will continue digital outreach through social media, newsletters, radio spots, and print media to fill any open seats each year.

2. Outreach to At-Risk Students

Pinnacles Prep is free and open to any student living in the state of Washington who desires to attend. Pinnacles Prep accepts all students regardless of prior academic performance. In fact, we expect that our innovative hands-on models will benefit students with a history of struggling in the traditional public-school environment. Aligning with the spirit of the charter school law to generate innovative education models and to serve at-risk populations, Pinnacles Prep employs a variety of methods to ensure underserved populations are aware of the proposed charter school and are engaged in helping with the academic design and creation of culture. Partnering with CBOs and consistently engaging with members of our target student population ensures we are creating an inclusive culture from the very beginning. The list below details current outreach efforts:

- Pinnacles Prep consistently connects with individuals and organizations that support at-risk student populations such as Parque Padrinos, CAFÉ, the North Central Regional Library, and networks of parents with students with special needs.
- Pinnacles Prep has included students currently enrolled in Alternative Learning Environments in our design considerations by intentionally gleaning information from student focus groups when designing our school day.
- Monthly, Pinnacles Prep engages with local neighborhood groups that represent groups of students and families who are systemically underserved in our community.
- We intentionally recruit individuals representative of underserved populations to our board, advisory councils, and focus groups.
- Pinnacles Prep leadership meets 1:1 with CBO leaders to better understand the needs of our target population and to provide information to be shared amongst their network.
- Our FACE committee is comprised of parents and community members who represent at risk populations including bilingual, bicultural, students with special needs, and low-income families. A diverse FACE Committee is key to reaching our target populations.

Pinnacles Prep is open to all students at the appropriate age groups and grade levels who wish to attend without regard for the location of residence in the state of Washington. There shall be no admission testing or other evaluation required of any applicant. No tuition will be charged. If we do not have the capacity to accommodate all interested students, Pinnacles Prep will hold a public lottery in accordance with the Open Public Meetings Act. Any lottery preferences will be authorizer approved.

3. Plan for Recurrent Enrollment

Pinnacles Prep was borne out of community demand. Indicators generated from various community conversations and reports (see **Attachment 3**) show demand for more high-quality middle and high school options in our Valley. Rooting our work in this demand provides surety that Pinnacles Prep will

achieve robust enrollment. Pinnacles Prep leadership understands that by being a school of choice, it is our responsibility and obligation to ensure that we provide an innovative model that engages students who are not currently successful in the traditional school setting. Pinnacles Prep is committed to continuous improvement and engagement of our families, specifically target populations.

Pinnacles Prep has several structures in place to ensure connection with students and families and to provide a systemic feedback mechanism for parent satisfaction:

- From inception, Pinnacles Prep created a FACE Committee that is comprised of potential families and community members. The FACE Committee is dedicated to recruitment and marketing of the Pinnacles Prep vision. Until the Student Advisory Council (SAC) and Parent Advisory Council (PAC) is established, the FACE Committee guides our recruitment efforts and is a feedback mechanism for prospective families to provide input and guidance on how to ensure an inclusive, vibrant culture that represents all areas and groups of our community. Once hired, the FACE coordinator will be the main liaison with the FACE Committee.
- Pinnacles Prep has two advisory bodies that are crucial to our recruitment and recurrent enrollment success and who will work closely with our FACE coordinator. We will rely heavily on the feedback and suggestions of our SAC and PAC. The SAC and PAC will be our fiercest advocates and a barometer for how effective we are adhering to our vision. See **Section 17: Advisory Bodies** for more details on the advisory bodies.
- Pinnacles will conduct parent and student surveys annually. Survey results will generate data that will either support our current programming or provide suggestions on how to improve delivery.

As a small school with dedicated advisory and PEAK times (see **Section 6: Curriculum and Instructional Design**), Pinnacles Prep can quickly respond to students' academic needs, as well as social and emotional needs. The advisory time is devoted to ensuring that students' home-life needs are being met, thus ensuring greater success at school. By committing to a whole-child/whole-family philosophy, Pinnacles Prep generates trust through deep relationships with each family. Building trusting relationships is our best recurrent enrollment tool.

Section 5: Program Overview

1. Basic Education Program

Pinnacles Prep provides a rigorous and relevant academic program anchored in the Washington State K-12 Learning Standards and meets the goals outlined in RCW 28A.150.210. Our model ensures that our student population, who are mainly Latinx, low-income, English-language learners, and students with disabilities (SWD), receive the supports needed to achieve our mission. Each of our program elements are rigorous, engaging, and effective for at-risk students. Our model is anchored in the following program terms:

- Integrated Diversity, Equity, and Inclusion Practices
- Social-Emotional Learning Supports
- Place-Based Education

2. Educational Program Terms, and 3. Evidence of Proven Methodology

Program Term 1: Integrated Diversity, Equity, and Inclusion (DEI) Practices

Rationale

Community surveys have conveyed a clear desire for equitable educational outcomes for students in the Wenatchee Valley. To ensure all students thrive regardless of background, culturally responsive practices related to DEI must be at the heart of all we do. We define our beliefs regarding diversity, equity, and inclusion to ensure our practices are grounded in a clear purpose:

- **Diversity** matters because our students must collaborate across lines of language, culture, race, income, ability status, and citizenship status in order to lead the Wenatchee Valley into the future. Diversity catalyzes innovation.
- **Equity** matters because we know existing systems have not been designed to produce equitable outcomes, particularly along lines of race, and ability, and must be reimaged.
- **Inclusion** matters because the extent to which students feel safe and have a growth mindset in school is a leading predictor of academic achievement and success in life.^{xviii}

Observable Indicators

Pinnacles Prep incorporates innovative structures from Catalyst Public Schools' model^{xix} for DEI practices, in addition to the DEI commitments made by Achievement First,^{xx} a K-12 charter school network that serves predominantly low-income students in which students regularly achieve double the proficiency levels of their district peers. Key to this program term is the co-creation of these structures with the Pinnacles student and parent advisory councils (SAC and PAC) to ensure a range of perspectives and positions are incorporated.

1. **DEI Playbook:** Pinnacles staff and community co-create what DEI looks like in action throughout our school. Pinnacles Prep's DEI Playbook is modeled after Hopkins Public Schools' (HPS) Equity Framework^{xxi} because of its comprehensive focus on leadership, teaching and learning, family and community engagement, and community collaboration, which aligns to our belief that the entire school community is responsible for equity work. The Playbook, created by a DEI Study Team, delineates our commitments to maintaining a culture of DEI in our work, which may include:

- Key performance indicators (KPI), such as staff diversity ratio and discipline data proportional to student demographics.
 - Working definitions of key terms related to DEI, such as: Cultural Humility, Equity, Students of Color, Collaborative Action Research, and Anti-Racism.
 - What DEI looks like in action throughout our school, informed by Gorski and Swalwell's *Equity Literacy for All*.^{xxii} how we recognize bias and discrimination, how we respond to bias and discrimination, how we redress bias and discrimination and locate it within larger social change work, and how we cultivate and sustain equity work.
 - Our approach to developing our staff in relation to DEI, such as staff participation in a cultural humility training and book studies.
2. **DEI Study Team:** Pinnacles Prep's DEI Study Team is modeled after the Seattle Public Schools' Racial Equity Team Model because of its particular focus on race when examining equity practices. Our DEI Study Team, like the Racial Equity Team, is a formal working committee designated to provide leadership and accountability around implementing educational opportunities, policies, and programs that further racial equity in the school with a particular focus on reducing and eventually eliminating disproportionality in discipline.^{xxiii} Pinnacles Prep's DEI Study Team is comprised of SAC and PAC members and is led by the principal. This team convenes quarterly to assess our progress toward the KPIs outlined in our playbook. This team also creates action plans for KPIs that are not progressing.

Program Term 2: Social-Emotional Learning (SEL) Supports

Rationale

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

Observable Indicators

1. **Advisory and Mentorship Program:** Each student will be paired with a mentor that will support them through their Pinnacles Prep school experience. Students meet with mentors daily to create and monitor academic and SEL goals. Mentors connect with families weekly through students' Individualized Learning Plans and serve as the main point of contact for parent engagement. When possible, mentors follow students through their time at Pinnacles Prep and pair with students at an approximate 1:10 mentor-student ratio. Mentorship is a proven program component at Summit Public School: Denali, a Grades 6-12 school with 30% of students that identify as Latinx and 13.2% of students that have disabilities. Of their student body, 80% met or exceeded state standards in ELA on the California Assessment of Student Performance and Progress, and 68% met or exceeded state standards on math. This is compared to state performance results of 50% and 39% on ELA and math, respectively.^{xxviii}
2. **Compass Model:** During weekly advisory, students will engage in social-emotional learning (SEL) and develop and monitor their own competencies in a program framework by Valor Collegiate

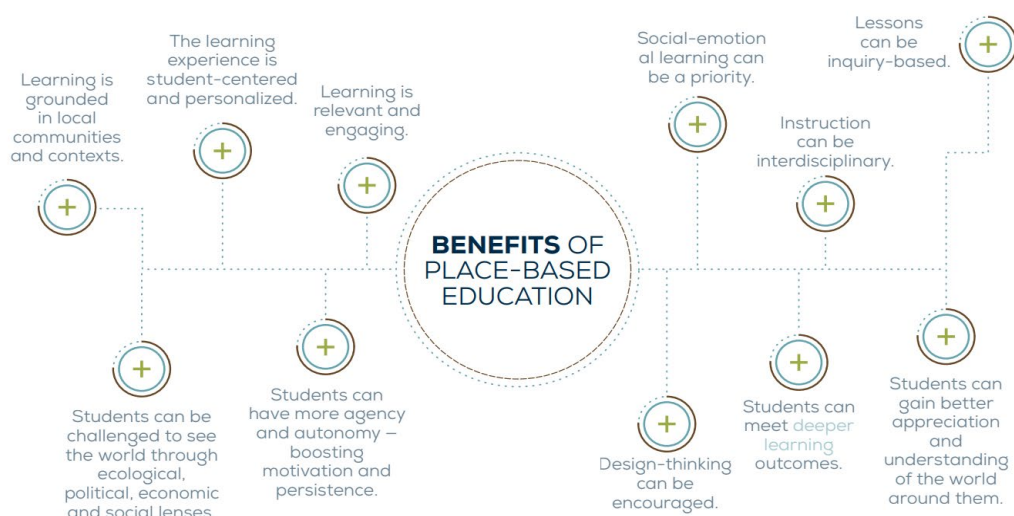
Academies, called the Compass Model. Pinnacles Prep selected the Valor Compass model for its social-emotional learning approach because of the gap-closing results that Valor Flagship Academy, a charter middle school that created the Compass Model, has achieved with its students: Hispanic, Black, Native American, and low-come students and English Learners all demonstrated “high absolute achievement” of grade level standards on the 2018-2019 ELA and math on the TNReady statewide assessment. These students comprise Pinnacles Prep’s anticipated student population.^{xxix} See **Section 6: Curriculum and Instructional Design** for more details about the model.

3. **Student Study Team (STT):** Pinnacles Prep faculty and staff utilize a Student Study Team (SST) that meets weekly and is a coordinated effort to prioritize schoolwide SEL implementation and advocate for students needing higher levels of support, such as targeted interventions or community-based wrap-around services. See **Section 10: Special Population and At-Risk Students** for more details.

Program Term 3: Place-Based Education (PBE)

Rationale

Achievement of Pinnacles Prep’s mission and vision to cultivate the curious, confident, and self-directed leaders of our Valley’s future requires students to feel a sense of belonging and investment in their community and to feel like they can be active participants in shaping it. Thus, Pinnacles Prep’s educational model includes PBE, which is an approach to learning that takes advantage of geography to create authentic, meaningful, and engaging personalized learning for students. More specifically, PBE is defined, and exemplified in the graphic below, by the Center for Place-Based Learning and Community Engagement as an immersive learning experience that “places students in local heritage, cultures, landscapes, opportunities and experiences, and uses these as a foundation for the study of language arts, mathematics, social studies, science and other subjects across the curriculum.”^{xxx} Place-based education leverages the rich resources of the Wenatchee Valley and bolsters our focuses on social-emotional learning supports and diversity, equity, and inclusion.



Research

We root our selection of PBE for our anticipated student population in outcomes from proven models that incorporate place-based learning such as High Tech High Chula Vista, a school with a similar anticipated student population: 75% of students are Hispanic/Latino, 10% are English-language learners,

and 53% qualify for free and reduced-priced lunch. On the 2018-2019 California State assessment, 63% of students met or exceeded grade level proficiency, and 100% of the 2018-2019 graduating class enrolled in four-year college courses.^{xxxii} A major goal of Pinnacles Prep is supporting 100% of its students to be accepted into college and ready to succeed there. Researchers in rural California have described the benefits of place-based education for one the country's biggest and most socio-economically vulnerable Latino populations; exposure to place-based learning and oral histories showed students made significant gains in "historical thinking skills, biliteracy abilities, and positive bicultural identity."^{xxxiii}

Pinnacles Prep's place-based education model is rooted in the Teton Science Schools' (TSS) model for PBE. TSS is a 50-year-old nonprofit organization deeply connected to schools in small and rural cities, akin to Wenatchee, with PBE as a core mission. The TSS approach is community-connected, partnership focused, inquiry- and design-based, student-centered and interdisciplinary, and aligned to Pinnacles Prep's mission and values. See **Section 20: ESP and Other Partnerships** for more details about the relationship with TSS.

Observable Indicators

1. **PBE Block and Projects:** Students participate in a daily PBE block, where they engage in interdisciplinary study of a local community issue or phenomena. Applying core content skills and knowledge, they complete one project per each quarter-long unit of study. These place-based projects leverage community resources in order to solve problems or take action in our community. See **Attachment 5** for a sample project scope and sequence.
2. **PBE Competencies:** Grade level academic standards and SEL competencies are embedded into the PBE block and students' Individualized Learning Plans to ensure alignment to our academic framework.
3. **Exhibition Nights:** Students participate in exhibition nights which showcase student's place-based projects and are open to the community, to showcase the fact that Pinnacles students are leaders and drivers of change in the Wenatchee Valley.

4. Educational Equity, 5. Agency, and 6. Culturally Responsive Aspects

We believe the convergence of the three essential design elements described above, increase equity, promote agency, and emphasize the cultural responsiveness needed to remove persistent systemic barriers to success for all students. Through our DEI playbook, students and families are upheld as assets to creating our school culture in the image of our collective diversity. Key performance indicators within the playbook hold us accountable to practices that center equity and create accountability for addressing data that show inequitable student outcomes. Through place-based learning, students leverage our whole community as their classroom, to create relevant projects that reflect the multi-cultural aspects of our growing Valley and enable them to exercise their leadership as problem-solvers and change-makers. PBE passion projects are designed to increase agency by allowing students opportunity for deeper learning in an area of their choosing and interest. Finally, our SEL focus puts relationships first, so that students are known deeply by advisors, who support them to become their own best advocates. Valor's community circle practices help cultivate the non-cognitive skills needed to create a resilient community that communicates effectively, celebrates our differences, and takes pride in the resulting increase in opportunity for all.

Section 6: Curriculum and Instructional Design

The Pinnacles instructional model is designed for a student body that represents the demographics of South Wenatchee: a large population of Latinx students, low-income students, students with disabilities, and English-language learners (ELL). These students are routinely taught a “pedagogy of poverty,” featuring a shallower well of skills, content, and knowledge.^{xxxiii} This leads to the perpetuation of dependent learners who leave school unprepared for the demands and rigor of post-secondary learning or the workplace.^{xxxiv} Pinnacles Prep seeks to reverse this trend and has built an instructional model undergirded by key program elements that further Pinnacles Prep’s mission to cultivate curious, confident, and self-directed students who lead and succeed in college, their careers, and their communities: **integrated diversity, equity, and inclusion practices; social-emotional learning (SEL) supports; and place-based education.**

1. Basic Learning Environment and Cultural Responsiveness

Pinnacles Prep provides a competency-based learning environment, at grade-level, that is designed to engage all students in Grades 6-12. A typical classroom serves 30 students with one teacher, and there are two classroom cohorts per grade. In a competency-based learning environment, all learners are met where they currently are academically and allowed to progress as they are ready, at the pace that meets their individual needs, utilizing standards-based scales and rubrics. Competency-based learning is a proven method; for example, charter school network Summit Public Schools employs a competency-based approach and sees 98% of its graduates accepted into four-year colleges.^{xxxv}

Key competency-based instructional strategies detailed below include small-group instruction, individualized instruction, and personalized learning. Students know what standards they are expected to master and can easily track them. The teacher does not guard the mountain of knowledge but serves as a guide to help students as they climb the mountain.^{xxxvi} This approach aligns to Pinnacles Prep’s commitment to **integrated diversity, equity, and inclusion practices for students.** According to iNACOL’s *What is Competency Education*, “At the heart of competency education is equity. A transparent system means that the needs of students are clear, and teachers can more easily address them. The transparency of the system is transformative, with both students and teachers more empowered to make decisions based on student educational needs and interests.”^{xxxvii} **Social-emotional learning** supports students in developing intrinsic motivation and confidence to support them in a competency-based environment. In **place-based education**, learning outcomes emphasize competencies that include the application and creation of knowledge, along with the development of important skills and dispositions.^{xxxviii}

Zaretta Hammonds, author of *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*, defines culturally responsive teaching as, “a multifaceted approach where the various parts come together to create a synergy that allows students to accelerate their own learning.”^{xxxix} Pinnacles Prep’s competency-based learning environment brings together several essential design elements that enable students to have agency and leadership over their learning. The table below details Pinnacles Prep’s multifaceted approach:

Essential Design Element	Culturally Responsive Teaching Components
Foundation Blocks	Foundation blocks are heterogeneously grouped, grade-level foundational core courses (humanities, math, and science), which occur daily. Teachers introduce

(Foundational courses)	and make accessible grade-level standards to all students and differentiate their instruction using a combination of blended learning techniques and direct instruction, so that students can move through curriculum at their own pace, enabling personalization and cultivating agency. Blended learning structures include daily learning rotations, a modified physical layout of the classroom, small group instruction tailored to small group needs, peer tutoring, and intentionally designed student work groups.
Place-Based Education (PBE)	<p>PBE is interdisciplinary and links grade-level standards and curriculum from foundation blocks with students' real-world experiences, making learning relevant and valuable to students' lives outside of school. Application of grade-level standards from the foundation blocks in PBE gives students an extended, deeper engagement with the standards, facilitating high Depth of Knowledge (DOK)^{xi} as well as another way to meet core competencies outside of foundation blocks.</p> <p>The PBE block occurs daily. Students participate in four nine-week units (one per quarter) of extended inquiry in response to a complex question, problem, or challenge, often in concert with a community partner. The fourth quarter project for students in Grades 6-8 is a passion project of their choice. Students present project work to community members during exhibition night which happens at the end of each quarter. Students in Grades 12 publicly present their passion project, the Final Summit Project, as their year-end capstone experience.</p>
PEAK (Personalized Elevation of Academic Knowledge)	Recognizing that students may be coming in behind, ahead, or at grade level, intervention and extension time are targeted specifically to each student's current needs. Special education and ELL intervention specialists use small group teaching strategies to address students with similar needs. Students who are many grade levels behind can utilize computer-adaptive software designed to help them accelerate toward grade-level understanding during this time. Students monitor their response to these interventions using assessments from diagnostic tools, as well as common formative assessments and conversations with PEAK teachers. PEAK happens outside of all other academic time to ensure students are not missing exposure to rigorous grade-level content.
Electives	Every student will participate in electives over the course of the year, on topics such as the arts, health and wellness, computer science, career and technical education (CTE), independent studies, and foreign language. In the first year, we focus on STEM, as it was identified by our community as being the most important. On Mondays we have a "Movement" block which uses WA State Physical Education Standards and curriculum. Over time, we will introduce specific arts, music courses, and foreign language for high school.
Advisory and Community Meeting	The main purpose of advisory is to create and build positive relationships between students and staff mentors (instructional and non-instructional staff), help set and reach academic goals, teach SEL curriculum, be an advocate and conduit to external wraparound services needed, and serve as the primary point of contact for the student's family. Students remain in the same advisory group, with the

	<p>same mentor, from Grades 6-8 and 9-12, when possible. Mentor to student ratios are approximately 1:10.</p> <p>Monday morning Community Meeting and Advisory (Grades 6-12): The whole school community comes together every Monday morning for 20 minutes for weekly announcements, EPIC shout-outs, and setting an intention for the week, followed by 60-minute Advisory group meetings focusing on building community, and circle work through the Valor SEL Compass Model.</p> <p>Daily Advisory (Non-Mondays) (Grades 6-12): Students meets with mentors for goal setting for the day and making personal decisions. Students check in with mentors, reflect on how well they met their goals from the previous day, and set intentions to ensure their learning is continuous.</p>
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2. Curriculum Overview

Pinnacles Prep ensures that all of our students are equipped for college, careers, and community leadership. Therefore, we provide students heterogeneously grouped, grade-level courses with consistent, daily interventions during PEAK and extensions during PBE. Our courses ensure that students graduate college ready with the 21st century skills required to participate in our ever-changing world. We align all of our courses with the Washington State K-12 Learning Standards and identify priority standards for showing competency and growth. Additionally, we have selected core social-emotional learning competencies that we see as fundamental to student success. Specific course standards and outcomes are outlined below.

	Humanities	Math	Science	PBE	SEL
Standards	<p>Washington State K-12 ELA Learning Standards</p> <p>Washington State K-12 Social Studies Learning Standards</p> <p>English-Language Proficiency (ELP) Standards</p>	<p>Washington State K- 12 Mathematics Learning Standards</p> <p>English-Language Proficiency (ELP) Standards</p>	<p>Washington State K-12 Science Learning Standards (Next Generation Science Standards (NGSS))</p> <p>English-Language Proficiency (ELP) Standards</p>	<p>Washington State K-12 ELA, Math, Science, Art, Computer Science, Physical Education Learning Standards</p> <p>Teton Science Schools' Place Network Sense of Place Competencies</p> <p>English-Language Proficiency (ELP) Standards</p>	<p>Valor Compass Habits:</p> <p>Presence, Balance, Identity, Joy, Integrity, Determination, Courage, Kindness, Curiosity, and Diversity of Perspective</p>

	Humanities	Math	Science	PBE	SEL
Outcomes 6-8	<p>90% of incoming students below grade level will make 1.5 years of growth on end-of-year i-Ready ELA.</p> <p>90% of students at/above grade level will meet i-Ready assessment goal.</p> <p>By Grade 8, 70% of students proficient on ELA Smarter Balanced Assessment Consortium (SBAC). Currently, 56% of Wenatchee School District Grade 8 students are proficient on this exam. Pinnacles Prep expects that after three years of a rigorous academic program, students will be prepared for higher levels of ELA standards mastery.</p>	<p>90% of incoming students below grade level will make 1.5 years of growth on end-of-year i-Ready math.</p> <p>90% of students at/above grade level will meet i-Ready assessment goal.</p> <p>By Grade 8, at least 60% of students will be proficient on Math SBAC. Currently, 38% of WSD Grade 8 students are proficient on this exam. Pinnacles Prep expects that after three years of a rigorous academic program, students will be prepared for higher levels of math standards mastery.</p>	<p>75% of students will meet their NWEA Map Growth goals in Science</p> <p>By Grade 8, 70% of students will be proficient on Washington Comprehensive Assessment of Science (WCAS). Currently, 47% of Wenatchee School District Grade 8 students are proficient on this exam. Pinnacles Prep expects that after three years of a rigorous academic program, students will be prepared for higher levels of science standards mastery.</p>	<p>By Grade 8, 95% of students will have designed, implemented and presented their own culminating passion project to the community, demonstrating mastery on identified standards and competencies</p>	<p>By the end of each grade, 100% of students will have achieved in Grades 6-8 respectively, "Commitment," "Exploration," and "Responsibility" phases of the habits.</p>

	Humanities	Math	Science	PBE	SEL
Outcomes 9-12	<p>90% of incoming students below grade level will make 1.5 years of growth on i-Ready ELA assessment.</p> <p>90% of students at/above grade level will meet i-Ready assessment goal.</p> <p>By Grade 10, 70% of students will be proficient on ELA SBAC. Currently, 62% of Wenatchee School District Grade 10 students are proficient on this exam. Pinnacles Prep expects that after five years of a rigorous academic program, students will be prepared for higher levels of ELA standards mastery.</p>	<p>90% of incoming students below grade level will make 1.5 years of growth on i-Ready math assessment.</p> <p>90% of students at/above grade level will meet i-Ready assessment goal.</p> <p>By Grade 10, at least 60% of students proficient on Math SBAC. Currently, 32% of Wenatchee School District Grade 10 students are proficient on this exam. Pinnacles Prep expects that after five years of a rigorous academic program, students will be prepared for higher levels of ELA standards mastery.</p>	<p>By Grade 11, 70% of students proficient on WCAS. Currently, 39% of Wenatchee School District Grade 11 students are proficient on this exam. Pinnacles Prep expects that after six years of a rigorous academic program, students will be prepared for higher levels of science standards mastery.</p>	<p>By Grade 12, 100% of students will have designed, implemented and presented their own culminating Summit passion project to the community, demonstrating mastery on identified standards and competencies.</p>	<p>By the end of each grade, 100% of students will have achieved in Grades 9-12 respectively, "Community," "Leadership," and "Service" phases of the habits.</p>

Pinnacles Prep chooses curricula that is rigorous and tightly aligned with the Washington State K-12 Learning Standards (WSLS) to ensure that our anticipated student population receives a consistently excellent educational experience. The principal, as part of the school’s DEI Study Team, will conduct a bi-annual review of curriculum for bias, utilizing the Office of the Superintendent of Public Instructions’ guide for Evaluation of Bias Content in Instructional Materials.^{xli} A sample of the type of rigorous scope and sequence we anticipate using for Humanities in Grades 6 and 9 is provided as **Attachment 5**. See **Attachment 6** for a timeline for PBE curriculum creation, as place-based educational units will need to be adopted to the local community. In addition, **Attachment 6** also contains a sample Teton Science Schools’ Place Network (TSSPN) project which demonstrates an already developed place-based project that will be used/modified for our local context.

Curriculum Selection and Evidence of Alignment

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

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

Subject	Curriculum	Evidence of Alignment and Rationale
		<p>district mean in math proficiency and 6/7 Place Network schools are performing at or above the district mean in ELA proficiency. Of the four Place Network Schools where data is available, all are performing at or above the district and State mean in science proficiency.</p> <p>TSSPN will work with Pinnacles staff to help refine place-based units to align to our community needs, state standards, and SEL competencies. See Section 20: ESP and Other Partnerships for more details about Pinnacle’s Prep relationship with TSSPN</p>
STEM Elective	Project Lead the Way (PLTW)	<p>All PLTW pathways align to Common Core State Standards for Mathematics and English Language Arts and Next Generation Science Standards. Additionally, the computer science pathway aligns to Computer Science Teachers Association Standards; the engineering pathway aligns to International Technology and Engineering Educators Association Standards for Technological Literacy; and the biomedical science pathway aligns to National Health Standards.</p> <p>We chose this curriculum because participants in three years of Project Lead The Way are more likely to choose a college major in a science, technology, engineering or math field and to continue their education into the second year of college.^{xlv} This is important to our mission of cultivating curious, confident, and self-directed students who lead and succeed in college, their careers, and their communities; Wenatchee has many STEM job opportunities.</p>

4. Primary Instructional Strategies

Pinnacles Prep uses culturally responsive pedagogy in all of the courses we teach—core foundation courses, interdisciplinary PBE blocks, and electives. We see all of our students as cultural assets that teachers can surface and leverage in the classroom in order to grow all students into independent and engaged learners. The Pinnacles Prep instructional approach is based on strategies from Zaretta Hammond’s Ready for Rigor framework, which guides educators to create a classroom environment that welcomes students’ natural ways of learning and shapes content so that students see its connection to their lives and “funds of knowledge.”^{xlvi}

Ready for Rigor Framework	Pinnacles Instructional Strategies
<p>Awareness</p> <p>We build awareness and understanding that we live in a society where some people have unearned privilege and others have unearned disadvantage based on race, class, gender,</p>	<p>Circles</p> <ul style="list-style-type: none"> • We choose Valor Compass’ circle framework to help bring awareness to our own values, privilege, perspective, and understanding of others. • Teachers’ professional learning requires a deep dive into their own awareness of cultural humility at the beginning of the year, and staff engage in staff circle practice as well, which helps them facilitate

ability, or language. Faculty must work individually and collectively to identify and dismantle inequity in all aspects of school.	<p>circles for students.</p> <ul style="list-style-type: none"> • Every mentor group engages in circle practice during advisory on Monday morning. This circle work helps to engage students directly with our EPIC core values, and awareness of their own perspectives as well as others.
<p>Learning Partnerships</p> <p>We build relationships and trust with our students and create a culture of safety so that students can rise to high expectations. Students understand that it is safe to fail and to try again, and they use feedback from clear learning goals and scales in order to grow.</p>	<p>Looping</p> <ul style="list-style-type: none"> • Our anticipated community, which is predominantly comprised of Latinx students and families, identified “looping” as a priority for the middle school years. Latinx families come from, “a more collectivistic culture where group activities are dominant, responsibility is shared, and accountability is collective. Because of the emphasis on collectivity, harmony and cooperation among the group tends to be emphasized more than individual function and responsibility.”^{xlvi} We believe that looping has benefits for students who value collectivist culture in that it creates an environment where teachers, students and families are promoted together through the middle school years, thereby encouraging a stronger sense of family and community among parents, students, and teachers. ^{xlvi} • Looping has proven benefits^{xlvi} for academic support in that it allows students to stay with the same teachers for all core subjects for three years, creating a strong learning partnership with students and families. Teachers have the advantage of authentically, vertically aligning their curriculum over three years and can support students over that continuum who wish to accelerate. Additionally, time is not spent each year learning new routines, names, expectations, and developing new relationships, which is a special concern for parents of students with disabilities. Teachers can literally start where they left off the previous year saving precious instructional minutes for academics, not new routines.
<p>Community Building</p> <p>We create an intentional school environment dedicated to a safe and supportive community. We build independent learners by valuing their cultures and traditions and celebrating the differences that we bring to Pinnacles Prep.</p>	<p>Place-Based Education Field-studies</p> <ul style="list-style-type: none"> • Our place-based education model is designed to facilitate interdependent learning structures that build community where students learn at deep levels about the ecology, issues, and cultures of their community, from a local to global context. • Place-based education celebrates the multicultural aspects of our school and broader community and sees all students as assets who bring relevant experiences to the table.
<p>Information Processing</p> <p>Faculty is dedicated to pedagogically defensible routines that leverage multiple learning modalities. Staff and faculty are constantly working to ensure more than the</p>	<p>Blended Learning Structures</p> <ul style="list-style-type: none"> • Blended learning structures put student needs at the forefront of the instructional environment by organizing the classroom environment based on formative assessment data (e.g. exit tickets, quizzes, i-Ready data). • Structures serve to tailor instruction to student needs and include small group instruction, explicit, direct instructional routines, peer tutoring, and independent practice all.

dominant culture's educational model.	
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5. Differentiation at Pinnacles Prep

Pinnacles Prep faculty understand that all students will need differing levels of support based on where they have gaps or exceed in their learning of standards and competencies. Therefore, we have multiple strategies for differentiating the student experience, while creating an inclusive environment where all students get to participate in the same learning opportunities. The following table outlines how differentiation occurs at Pinnacles Prep.

Differentiation Element	How Differentiation Occurs
Individualized Learning Plans (ILP)	<p>The ILP gives each student clear access to all of their data and tracks progress toward the following goal areas. Students will create daily goals based on their data in different areas, and mentors will be able to counsel students and communicate with parents using the ILP.</p> <p>Academic: Students have access to their Smarter Balanced Assessment, Universal Screener, English-Language Proficiency Assessments and Common Formative Assessment data, as well as current interventions and progress toward mastering competencies. The ILP illuminates specific intervention skills/strategies and exit criteria that the student will be working on over the course of a 4-6-week time period.</p> <p>SEL: Students monitor their progress toward Compass competencies.</p> <p>Behavior: The student tracks goals and monitors progress toward good behavior and DEI based on Pinnacles core values.</p> <p>The ILP will be hosted on an online platform such as Google Classroom or Head Rush, which is going to be piloted by TSSPN in 2020. Pinnacles Prep will select a platform prior to launch, based on parent and student accessibility, cost, peer competency-based learning school recommendations and flexibility to integrate multiple programs, and language translation features.</p>
Formative Assessment	<p>Teachers develop formative assessments such as exit tickets, quizzes, extended writing assignments, models, and projects, in order to progress monitor student achievement toward mastery of competencies and standards. It is the main driver for effective student feedback and parent communication toward meeting standards and competencies, as well as intervention plans on the ILP. Formative assessment data drives a teacher's weekly learning rotation stations so that students are interacting with materials appropriate for their growth.</p>
Inclusive Heterogeneous Foundations Courses	<p>All courses at Pinnacles Prep include students with disabilities and students identified as English-language learners (ELL). Special education, ELL specialists, and foundation block teaching faculty collaborate to identify areas of differentiation and provide needed accommodations and modifications for students with these needs within the general education setting. Additionally, nationally norm-referenced adaptive software such as i-Ready for Math work in the blended classroom outside of small group instruction, explicit instruction, group work, and peer tutoring. See Section 10: Special Populations and At-Risk Students for more information.</p>

Differentiation Element	How Differentiation Occurs
Adaptive Interventions during PEAK	PEAK teachers utilize many instructional strategies for differentiation. Computer adaptive software utilized during this time includes Lexia for ELA and i-Ready for math. Lexia was chosen because it focuses on strengthening phonics and word identification skills. Students using Lexia show greater reading gains than students not using the computer adaptive software. Group differences in gain scores were significant in the area of decoding skills. ¹ Lexia can boost decoding for struggling readers in middle school, which will be critical to many of our students who are multiple grade levels behind. Additionally, small group instruction guides targeted skills instruction during this block. See Section 10: Special Populations and At-Risk Students for more information.
Place-Based Education (PBE)	This block of time is dedicated for students to work on an interdisciplinary project borne out of a community need. These projects give students another way to show proficiency toward meeting standards and competencies at a high Depth of Knowledge, and to explore an area of interest or personal passion.
Multiple Tiers of Support	Pinnacles Prep leverages a tiered system of interventions for students who are identified as needing additional supports. All students receive Tier I supports in the general education setting. Some students will receive Tier II supports within the general education setting with the help of special education and ELL intervention specialists, and paraprofessionals; targeted and intensive Tier III supports will be addressed during PEAK time. See Section 10: Special Populations and At-Risk Students for more information.
Independent Study	Students will have alternative ways of meeting certain competencies; for example, physical education requirements can be met if students participate in sports outside of school (WAC 180-51-025). Students can take a foreign language course online or receive a competency in music if they take music lessons outside of the school day.
Guest Teachers and Tutors	Pinnacles Prep leverages volunteer guest teachers that will be support for PBE blocks. We leverage community support for our model by inviting parents, retired teachers, and people from local businesses to be guest teachers and tutors. All guests will undergo necessary background check procedures prior to volunteering.

6. Academic Supports

Pinnacles Prep uses comprehensive, integrated multi-tiered systems to support all students on their path toward proficiency. All students who enter our school receive a universal screener, i-Ready, in order to identify the level of support that the student needs in math and ELA. Next, all students receive rigorous, grade-level, heterogeneous foundational courses to ensure everyone receives the same grade-level expectations. Students who are not making growth or have learning gaps use PEAK time, which is a daily intervention block, in order grow their targeted and intensive needs. PEAK time includes intensive 1:1 support with computer adaptive support for foundational literacy skills and numeracy skills, as well as small group instruction and direct feedback from the teacher. See the table above for PEAK interventions and more details in **Section 10: Special Populations and At-Risk Students**.

7. Social-Emotional Learning

Our social-emotional (SEL) curriculum, Compass, was developed by Daren Dickson, formerly of Seneca Family of Agencies, and now at Valor Collegiate Academies in Nashville. It is a comprehensive human

development and character-building program delivered through weekly community-enhancing circle discussions employed by students and teachers. It has proven to be culturally responsive with a very diverse group of students at Valor Collegiate Academy, who saw their achievement scores soar above that of the local districts. Specifically, on the spring 2019 TNReady state test, Valor students were in the top 2% of achievement scores in the state of Tennessee. Additionally, Valor inverted the achievement gap in 2019 for the fifth year in a row, as the network's economically disadvantaged students outperformed non-economically disadvantaged students across the state. When Valor adds in other sub-groups that are historically low-performing (special education, English learners, students of color, and economically disadvantaged) their percentage of on-grade level jumps to 59 percent.ⁱⁱ See **Attachment 5** for an overview of the Compass program. Staff receive extensive training on the Compass model beginning in summer institute. See **Attachment 23** for details.

Every Monday morning students participate in circle discussions with their mentor groups for an hour session. During this time the topic of the circle time will be addressed, for example "Diversity of Perspective" where students make connections between their personal values and perspectives and express appreciation for the values of another student who holds a different perspective from their own. Weekly SEL topic themes will be woven into foundation blocks, place-based education blocks, and electives. This ensures that all faculty, staff, and students are reinforcing the importance and reflections toward the SEL goals for the week.

Students monitor progress toward mastery of Compass competencies (habits) in their Individualized Learning Plans which will embed Valor tools. The ten core habits are Presence, Balance, Identity, Joy, Integrity, Determination, Courage, Kindness, Curiosity, and Diversity of Perspective. Students commit to developing these habits, for they create the foundation for trust and safety for students and staff to engage in this holistic work. Compass habits and commitments are aligned to Pinnacles Prep's EPIC core values as outlined in the table below.

Pinnacles Prep EPIC Core Values	Compass Habits	Compass Commitments
Equity	Diversity of Perspective Kindness	I commit to keeping myself and others safe I commit to seeking diversity of perspective
Perseverance	Determination Courage	I commit to walking my talk I commit to speaking from my heart but using my head
Inquiry	Identity Integrity Curiosity	I commit to working the compass I commit to showing up with valor
Collaboration	Balance Joy Presence	I commit to leaving no community member behind I commit to speaking to the person not about the person

Pinnacles Prep's target population is culturally and linguistically diverse. These students often experience a disconnect between the curriculum and their own cultural capital and must master new content without the culturally embedded knowledge that students from dominant groups benefit from. The Compass curriculum helps address these challenges by addressing their social-emotional, interpersonal, and safety needs while building an environment that fosters belonging and emotional safety by leveraging their cultural identities as assets.ⁱⁱⁱ

Section 7: Student Performance Standards

1. Alignment of Pinnacles Prep Model to the Washington State K-12 Learning Standards.

In order to realize systemic equity in our school, which is a core value of Pinnacles Prep, we require that all instruction be aligned to rigorous and relevant grade-level academic standards. Pinnacles Prep instruction is aligned to the Washington State K-12 Learning Standards (K-12 WSLS), which include: the revised 2019 K-12 Social Studies Learning Standards, the Common Core State Standards for English language arts (ELA) and math, and the Next Generation Science Standards, all taught in foundation block courses. Pinnacles Prep will also adopt the English-Language Proficiency Standards (ELPS) to be incorporated in humanities, math, science, and place-based education, and to be used to measure the progress of ELL students. Washington State K-12 Arts and Computer Science Standards will also be integrated in the place-based education course. Washington K-12 Physical Education Standards will be used in movement electives and place-based education long blocks.

Standards Alignment to Curriculum

Pinnacles Prep has selected high-quality, standards-aligned curriculum, that has proven results for students, for humanities, math, and science foundation blocks. For place-based education courses, Pinnacles will use pre-created Teton Science Schools' Place Network projects, which are aligned to standards and sequences, and modify them to reflect the local Wenatchee context. See **Section 6: Curriculum and Instruction** for detailed descriptions of curriculum selections and aligned standards. These curricula are horizontally and vertically aligned. Through use of curriculum-provided scopes and sequences, teaching is purposefully structured and logically sequenced so that students are learning the knowledge and skills that will progressively prepare them for more challenging, higher-level work in the subsequent grade or course. Pinnacles Prep uses middle school curriculum that is vertically aligned to high school curriculum to ensure older grades build on the skills and approaches introduced in earlier grades. As Pinnacles Prep's selected curriculum is research-based and highly peer reviewed, it also demonstrates horizontal coherence—standards and content are sequenced in a logical, developmentally-appropriate way across the span of a course.

Standards Alignment to Instruction

Pinnacles Prep ensures that there is horizontal alignment between curriculum and instruction so that students have an opportunity to receive rigorous, grade-level instruction and to demonstrate mastery of content they have been taught. Pinnacles Prep teachers use Instructional Practice Guides and Coherence Maps by Student Achievement Partners^{liii} to guarantee that instruction is standards-aligned, ensure that the shifts in instruction required by Common Core are deeply embedded into lessons, and to help identify Common Core priority standards. Priority standards are based on depth of the ideas, time they take to master, and/or their importance to future standards or the demands of college and career readiness. The creators of Student Achievement Partners were writers of the Common Core State Standards; Pinnacles Prep selected this tool for its strong alignment to the standards. Teachers are introduced to these resources during summer institute and work in their content area teams to understand deeply what rigorous instruction and differentiation of at-grade level curriculum looks like in their classrooms.

Standards Alignment to Assessment

Pinnacle Prep ensures that there is alignment between the assessments, tests, and other methods teachers use to evaluate mastery and progress; what has been taught to students; and on the learning standards that the students are expected to meet. An important element of the academic portion of our multi-tiered system of supports (MTSS) framework, is quality diagnostic, formative, and summative assessment that creates data for teams to use to make informed decisions about how to support each student on their journey toward mastery.

Diagnostic Assessments

Students' prior knowledge is assessed upon entry into Pinnacles Prep using the universal screener, i-Ready, a norm-referenced assessment, to identify students who need extra supports. Additional classroom diagnostic assessments in math and ELA identify the specific needs of students requiring extra support and guide the appropriate focus for their literacy and math interventions. i-Ready is a criterion-referenced test, which provides information about how each student is performing relative to expectations set by the Common Core State Standards. It is also a norm-referenced test, which provides data about how students perform as compared to their peers nationally.

Formative Assessments

Several assessments are used in both ELA and Mathematics to determine student growth, proficiency, and areas of needed support. Teachers use the i-Ready progress monitoring assessment every 12-18 weeks, or three times per year, to determine student growth and proficiency of standards. This data informs student participation and grouping in interventions during foundational courses and PEAK. Ready Math, the selected curriculum for middle school math, is fully aligned to the i-Ready assessment, so students receive foundational grade-level math instruction that is aligned to the content and formatting of their progress monitoring assessment. Additionally, we use the Smarter Balanced Interim Assessment Blocks (IABs) offered through Washington Comprehensive Assessment Portal because they are directly aligned to the Smarter Balanced Summative Assessment that students will take at the end of the year. In addition, Pinnacles Prep uses MAP Growth Science two times per year to show growth toward proficiency of Next Generation Science Standards and inform science instruction.

Teachers collect common formative assessment data via curriculum-provided and teacher-created exit tickets, quizzes, writing samples, and projects. Using this data, teachers adjust small group instruction and blended learning plans, as well as monitor progress of student performance toward meeting standards and competencies. To measure student mastery of standards within formative assessments, teachers utilize Proficiency Scales for the Common Core Standards by Robert J. Marzano^{liv} to define proficiency/mastery of each math and ELA standard. These scales enable teachers to track students' level of mastery on a scale of 1-4 on specific standards, providing real-time data about which students need reteaching or intervention, or have demonstrated mastery. In science and PBE, teachers utilize internally developed and Teton Science Schools' Place Network rubrics to assess student mastery.

Summative Assessments

Summative data allows students, their families, and teachers to know how students are achieving at critical milestones throughout and at the end of an academic term. Summative assessments confirm and

verify student learning or skill acquisition and are communicated to families through the individualized learning plan (ILP) at the end of each quarter. Mastery of standards for grades and transcripts are determined using summative assessments. Annual, standards-aligned state standardized assessments for math, ELA (SBAC), and science (WCAS) measure student proficiency on the grade-level standards. The third and final administration of the i-Ready assessment provides summative data about student growth on grade-level standards based on the year's instruction. Summative assessment data enables the school to assess how well instruction and curriculum were aligned to assessments, and Pinnacles Prep will use this data to adjust curriculum and instruction, where needed.

2. Additional Academic and Nonacademic Standards

Our instructional program exceeds Washington State Learning Standards in order to prepare students to meet our mission of cultivating curious, confident, and self-directed students who will lead and succeed in college, their careers, and their communities:

Pinnacles Prep Standards	Content Area & Grade Level	Rationale for Exceeding State Standards
Valor Collegiate Compass Social and Emotional Learning (SEL) Standards	Advisory: Grades 6-12	Social-Emotional Learning Supports is a key program element that is critical to cultivating confident learners and leaders. SEL is critical in the journey towards student agency, feeling safe at school, and having a growth mindset—all of which increases student achievement. ^{iv} Washington state does not require that social-emotional standards are taught. The Compass habits of Diversity of Perspective, Kindness, and Identity support students to participate and uphold another key program element: Integrated Diversity, Equity, and Inclusion Practices
Teton Science Schools' Place Network (TSSPN) Competencies	Place-Based Education (PBE) Blocks: Grades 6-12	The integration of these 21st century skills for engaging in our community is critical for our students to graduate prepared to meaningfully participate in our community and world. For example, the TSSPN competency "I can explore how social and ecological factors may impact the economy of an area (including trends, stability, etc.) (5.1.8.1)" enables students to demonstrate mastery across a range of standards and about a topic of personal relevance. Washington State does not require place competencies are taught and they are critical to implementing and assessing our key program element of Place-Based Education .

3. Grade Promotion and Retention

Promotion

Pinnacles Prep offers a competency-based learning environment that uses standards-based grading. This method has shown to be effective for students who may be academically behind and able to benefit

from a transparent roadmap of the skills and content that need to be covered, and from the ability to have multiple opportunities to demonstrate mastery. In order to be promoted to the next grade level, students need to show proficiency in 80% of the identified priority standards and TSSPN competencies for their current grade level. In addition to our Exit Standards found in **Attachment 7**, the school will define a rigorous scope and sequence of exit priority standards and competencies for Grades 6-12. Proficiency is determined using formative and summative assessments, teacher observations, and student projects and portfolio work. Standards-based grading using Marzano scales, TSSPN rubrics, and additional tools will determine mastery. Once a student shows mastery (level 3 on a 1-4 rubric) on a priority standard, they are considered to have proficiency and can move forward with meeting proficiency on new standards.

Retention

Drawing from research, Pinnacles Prep believes that student retention is detrimental to the human spirit and sense of agency, and it increases student dropout rates.^{iv} Therefore, we have designed the Pinnacles Prep model to reduce and avoid the need to retain students. Supports for students who advance to the next grade include looping, interdisciplinary learning opportunities with relevant place-based education, and a tiered service model of academic, behavioral, and social-emotional supports. If a student is still not meeting 80% of priority standards and competencies, multiple avenues will be utilized before retention. Formative assessments occur on a regular basis and parents are informed on a weekly basis through the ILP if a student is on track for promotion. If promotion is in doubt at any time, parents will be notified by the student's advisor. If promotion is still in doubt by mid-year, a team will be assembled which includes the mentor, a family member, the principal, and counselor. This team will put together a plan for the student to meet proficiency on standards and competencies necessary to fulfil the 80% requirement prior to the next school year. Opportunities include after-school tutoring, homework help, connection to summer school in the local district, as well as other opportunities identified by the student's mentor and family. If a student is not able to demonstrate grade-level proficiency, then the support team will discuss multiple intervention avenues for the student in the following grade level, or the possibility of retention.

4. Communication of Standards and Promotion

Communication of performance standards

The mapped standards and competencies by grade level and content area are based on Student Achievement Partners' Coherence Maps for priority standards, TSSPN for competencies and Valor Collegiate Compass for "habits." Through comprehensive summer and yearlong professional development, we ensure that each of our faculty has a deep understanding of what proficiency looks like at each grade level using scales and rubrics so that we can ensure our competency-based approach to grading is consistent. We leverage resources from GreatSchools Milestones, which are parent-friendly tools and TSSPN exemplar projects and rubrics in order to effectively communicate to families and students what grade-level success looks like.

Within our advisory program, students work with their mentor and ILP to monitor their progress toward meeting standards and competencies daily. At the beginning of the year, families fill out a communication survey for how best to communicate with them. Using that method, families get weekly updates via the ILP on their student's progress throughout the entire year. We hold quarterly student-led conferences (SLCs) in which families are invited to share conversations around student progress. The

ILP for SLC includes all updated assessment data and a qualitative report on student strengths and needs, to which all staff contribute. Interpreters are provided for non-English speakers during these meetings to ensure equitable access to participation. Because the SLCs are critical for cultivating student agency and continuing to foster the notion of grade promotion, families who are unable to meet during the predetermined SLC time will be accommodated with an individualized SLC meeting that matches their availability.

Communication of promotion and retention

Families are informed of promotion and retention policies through initial home visits, our family handbook, and the student's ILP, which families see weekly. Faculty receive support and training regarding promotion and retention policies via summer institute sessions.

In the rare event that a student must be retained, due to not obtaining 80% mastery of grade-level skills and competencies, the culturally responsive, multi-stepped process for notifying families begins at the end of the first nine-week quarter. Communication continues throughout the rest of the academic year, through the ILP, conversations, student-led conferences, and exhibitions. Every attempt is made to support the student and family throughout the entire academic year.

See **Attachment 7** for Pinnacles Prep's exit standards for students. These exit standards clearly set forth what students in Grades 8 and 12 will know and be able to do to meet or exceed all state and Pinnacles Prep grade-level expectations. Completion of these standards ensures that students have fulfilled Pinnacles Prep's mission of graduating curious, confident, and self-directed students who are ready to lead and succeed in college, their careers, and their communities.

Section 8: High School Graduation Requirements

1. College-Ready Graduation Requirements

Pinnacles Prep high school students must demonstrate proficiency in the skills and content necessary to be eligible for graduation as well as college, career and community. We create a high school transcript that reflects the unique skills, strengths, and interests of each learner. Each priority standard and TSSPN competency will have a defined set of success criteria with a scale; each scale score will correspond to a grade and thereby a grade point average (GPA) will be calculated. Pinnacles Prep will use the Mastery Transcript Consortium's^{lvii} guidelines, or something similar, to create a transcript that is accessible to post-secondary institutions. See **Attachment 7** for a sample competency-based transcript akin to one Pinnacles Prep will create. To calculate GPA, we utilize the conversion from The Handbook for Competency-Based Education by Marzano et. al^{lviii} who recommends using a simple conversion scale to translate proficiency scale scores into letter grades. A simplified conversion is as follows:

Average Proficiency Score = GPA	Letter Grade
3.75-4.00	A+
3.26-3.74	A-
3.00-3.25	A
2.84-2.99	B+
2.67-2.83	B
2.50-2.66	B-
2.34-2.49	C+
2.17-2.33	C
2.00-2.16	C-
1.76-1.99	D+
1.26-1.75	D
1.00-1.25	D-
Below 1.00	F

The skills and content required for students to succeed in college will be taught through a series of required courses, through which students will earn credit. The school will meet the state graduation standards by ensuring students take and pass the required courses and earn 24 credits, as mandated by the state, and meet the additional requirements detailed below. The 24-credit Washington diploma has been developed to align to college entrance requirements; through its surpassing of this requirement, Pinnacles Prep is ensuring students are ready for college. Specific electives will be career and tech education, arts, Spanish, select AP courses, and 4th year math and science electives such as statistics, geology, and personal finance.

In addition to the WA State credit requirements, to be eligible for graduation Pinnacles Prep students take additional courses in math, science, and college counseling, and complete two credits of a Final Summit Project (FSP). Examples of FSPs include: an internship, job shadowing, place-based research project, service-learning project, or an independent study project. The FSP helps students explore the contributions they would like to make in their community and world by exploring their interests, passions, values, ethics, and visions for the future. This FSP also helps students to set specific goals for their post-secondary education and careers by allowing them to take a deep dive into something relevant to their interests for high school graduation. The entire process will be monitored and guided between the student and mentor, planned over the first three years of high school, and executed during

the senior year. **See Attachment 7** for High School Graduation Requirements.

2. Post-Secondary Readiness

Nearly 70% of Latinx students that graduate from local district high schools have to go on to take remedial courses in college. Pinnacles Prep works to increase college readiness through additional courses of math and science designed to accelerate learning for students who are already at grade level and give additional support to students who are still behind grade level. Additionally, all students take a college counseling course which introduces them to multiple colleges as well as supports them through the college application process. Every student must apply to at least two colleges as part of the course requirements. These additional course requirements and FSP create readiness for college, civic engagement, or the workforce by cultivating an intentional culture of academic perseverance, inquiry, and collaboration.

Additionally, students will create their own pathway toward graduation and post-secondary opportunities using the Individualized Learning Plans (ILP) they started in middle school and will satisfy the Office of the Superintendent of Public Instruction (OSPI) requirement for the High School and Beyond Plan. Through the student-mentor relationship, students will choose a pathway that includes both required courses and personalized pathway courses which students will gain credit for based on mastery of competencies. These competencies will be created based on the WA State Learning Standards and the Compass curriculum social-emotional habits. Students will gain competency based on mastery of the content, skills, and habits outlined in the course curriculum and rubrics. In this way, they will be able to accelerate their learning to their own pace, instead of traditional seat time requirements.

3. Support for At-Risk Students

The majority of students enrolled at Pinnacles Prep will be identified as “at-risk.” We will serve a similar population as the Wenatchee School District and anticipate that about 20% will be English-language learners (ELL), 13% students with disabilities (SWD), 60% Latinx, and 60% low-income students. In order to support this diverse set of “at-risk” students, our advisory program continues from Grades 6-8 into 9-12, and therefore, every student has a caring adult mentor with whom the student has regular check-in conversations. These mentorship meetings help identify students at risk of dropping out for academic and non-academic reasons. (See **Section 3: School Culture and Climate**, sub prompt 7 for specific supports.)

Pinnacles Prep cultivate student agency using our ILPs to monitor a student’s path toward graduation, and subsequently a post-secondary pathway. Students receive weekly feedback on progress toward meeting their goals. Mentors and teachers will be able to identify early on if a student is not on track to meet graduation requirements.

If a student is at risk for dropping out or not graduating on time, the following supports, taken from our comprehensive multi-tiered system of supports, help get them back on their path: intensive support in PEAK, peer tutoring during blended course rotations, additional mentor support, before- and after-school office hours, and counseling from the school counselor and/or other applicable wrap-around service providers who have been identified to help meet their needs.

Section 9: Supplemental Programming

1. Summer School

Pinnacles Prep is not currently planning to operate a formal summer school program. Community feedback is that there are currently enough summer offerings through various organizations. There currently is not an identified need and summer offerings from Pinnacles could be duplicative. If there is student and/or family demand in the future, Pinnacles Prep will explore designing and implementing programming to support student needs.

At the end of the standard academic year, each student will devise a summer plan with their advisory mentor. Summer plans will include strategies on how to remain active and engaged in learning opportunities. Pinnacles Prep will work with families to identify individual student needs regarding credit recovery, strong academic supports, or remediation during the summer months. Mentors will work with families to make appropriate referrals. Each family will host at least one home visit or public meet-up with the student's mentor in August.

The first three days of the school year, Pinnacles Prep will host an orientation for incoming students before the first day of school. Orientation will engage students in team building activities amongst their mentor groups, and provide foundational information about school culture, and basic systems information for students and families. Teachers will staff this orientation and instructional materials for it are accounted for in the curricular materials budget line.

By Year 5, Pinnacles Prep will offer signature enrichment summer programs as well as collaborate with community-based organizations (CBOs) that offer mission-aligned programming during summer months to ensure that Pinnacles students have engaging learning opportunities outside of the school year. Research shows that low-income and Latinx students' summer learning losses are disproportionate and cumulative.^{lix} During listening sessions, Pinnacles Prep founders learned that while families are interested in summer activities, it is not a priority and that there are plenty of programs currently offered by other organizations.^{lx} Pinnacles Prep is committed to ensuring our facility is fully utilized during the non-academic school year and plans to explore leasing the space to CBO partners to provide these opportunities. The Family and Community Engagement (FACE) coordinator will be responsible for identifying and securing these partners.

2. Extra or Co-Curricular Activities

Pinnacles Prep connects students to a variety of extracurricular activities that are provided by external partners after school and off-site. Student and Parent Advisory Councils directly inform which activities Pinnacles Prep offers and are key to ensuring our programming is relevant and culturally responsive. Pinnacles Prep will encourage students to participate in athletics and other extracurricular activities offered by the traditional public schools. Eastmont and Wenatchee School Districts (the two largest in our area) are aware of the possibility and will accept Pinnacles Prep students per Washington Interscholastic Activities Association Handbook article 18.5.2. Pinnacles Prep will accommodate transportation and scheduling needs to ensure students can fully participate in traditional public-school extracurricular offerings. There will be a homework center offered every day after school through the City of Wenatchee Parks and Recreation Department.

Activity	Partner	Frequency	Funding
Fitness/Recreation Extracurricular Activities	Wenatchee School District	Daily	General District Budget
	Eastmont School District	Daily	General District Budget
After School Enrichment	Homework Center *	Daily	City of Wenatchee**
	North Central Regional Library- STEM and Makerspace	Daily	North Central Regional Library**
	Parque Padrinos	Weekly	In-kind from Parque Padrinos

*See **Section 20: Education Service Providers (ESP) and Other Partnerships** for more information on programs.

See **Attachment 3 for letters of intent

3. Family Outreach Plan

Pinnacles Prep asks each family to complete a Communication Survey annually. This allows Pinnacles Prep staff to engage the students and families in the ways most effective for them. We provide verbal and written communication in English, Spanish and any other language that a family identifies as the primary language spoken in their home. Forms of communication regarding information, including supplemental programming, include home visits, automated and/or personal calls, email, newsletters, flyers, school meetings, social events, exhibition nights, social media, and other school outreach events. Pinnacles Prep will work to ensure families understand the importance of enrichment activities for students' brain development, social-emotional development, and pathway to college, during these communication events. Engaging in out-of-school time enrichment activities will be part of each student's Individualized Learning Plan and will be communicated with parents at initial home visits and other regular communication.

Section 10: Special Populations and At-Risk Students

1. Special Populations Served

Pinnacles Prep will serve a student body that is as diverse as or more diverse than our surrounding districts. We will actively recruit students who may not have found academic success in traditional school environments, including from all subgroups listed below. Our target region of South Wenatchee has a prevalence of low-income students, and our estimates for English-language learners are based on enrollment in middle and high schools in the area. The table below depicts our anticipated special student populations.

Student diversity differences between Pinnacles Prep, WA State, and surrounding districts

	% FRL	%SWD	%ELL	%HiCap
Pinnacles Prep	60	13	20	5
Wenatchee SD	56	13	23	5
Eastmont SD	57	13	17	5
WA State	45	14	12	5

Our course scope and sequence and daily schedule support the needs of our diverse learners by offering all students access to high quality, pedagogically defensible learning routines in all heterogeneous Tier 1 environments. Within our general education classes, external supports will be utilized within an inclusion model at all grade levels to ensure students' needs are being met in the least restrictive environment (LRE). Students needing additional support will have access to interventions during PEAK time, which are staffed by special education and English-language learner specialist.

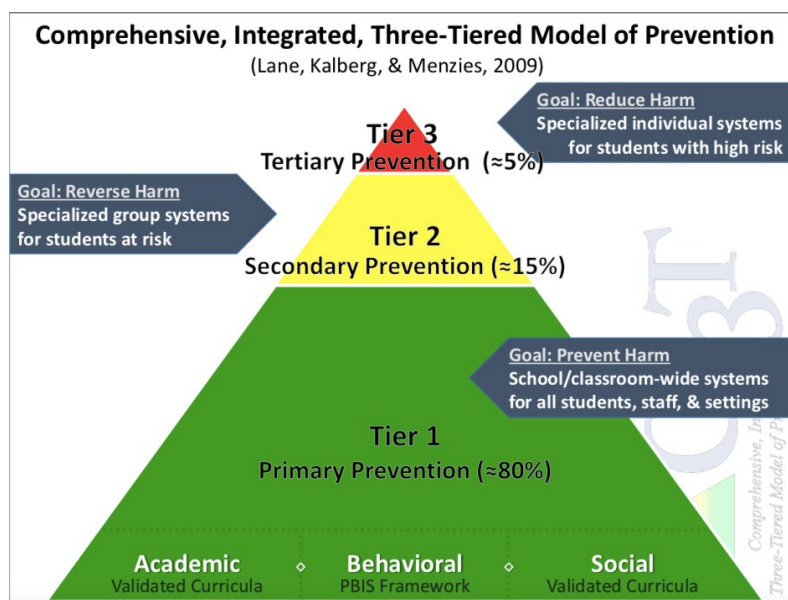
2. Overall Plan

The Pinnacles Prep faculty and staff believe that all students who are held to high academic expectations in a positive, culturally responsive learning environment, and are provided with grade-level instruction with targeted intervention or enrichment supports, will flourish. This is especially true for students with Individualized Education Programs (IEPs), English-language learners (ELL), 504's, Highly Capable (HiCap) students, and students at risk of failure or dropping out. We will provide a Free and Appropriate Public Education (FAPE) in compliance with all state and federal statutes, including Title II of the Americans with Disabilities Act of 1990 (ADA), Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Revised Code of Washington and the Washington Administrative Code. We hire highly qualified certificated special education specialists and English language learner specialists in order to meet the targeted needs of our students with IEPs, 504s, and our ELL population.

The following pillars of our school model ensure that we create an inclusive learning environment that meets the needs of all student subgroups and is based on the “High-Reliability School” research of Marzano, Warrick, Rains and DuFour.^{lxii} This framework, based on 40 years of educational research, defines five progressive levels of performance that a school must master to become a high-reliability school—where all students learn the content and skills they need for success in college, careers, and beyond—the mission of Pinnacles Prep.

- **Consistent, Reflective, Collaborative Culture:** Pinnacles Prep faculty take a collective responsibility for the learning of all students and therefore have a shared vision of high expectations nested in a data-driven decision-making framework. We expand the academic professional learning community (PLC) to include behavior and social-emotional learning in order to have a more integrated, comprehensive approach to data analysis. These practices ensure every student’s progress on common formative assessments, data for behavior, and social-emotional data is collected by mentors, tracked on student Individualized Learning Plans (ILP), and discussed during weekly PEAK Data Meetings and quarterly Data Days. Teachers are trained during summer staff institute and throughout the year on data protocols, use of i-Ready, Smarter Balanced Interim Assessment Blocks (IABs), NWEA MAP Science exams, and classroom-based formative assessments in order to illuminate gaps between subgroups of students. We value timely, deep reflection as a team about what supports are working for students and what supports individuals need to grow, and we are committed to modifying our approach as new data and information becomes available. We hire staff committed to engaging in data-driven instruction protocols.
- **Safe, Supportive, Inclusive Culture:** Equity is one of our four core values at Pinnacles Prep and we see inclusion at all levels as paramount to achieving equity for all students. We operate heterogeneously grouped foundational cores and place-based education blocks where all students, regardless of their current academic level, learn together. We believe that students from all subgroups benefit when they are with their peers in a heterogenous environment that is implemented consistently across the school, including students with mild, moderate, and severe disabilities. Nearly all of our services will be provided to students within the general education setting. In order for all students to feel safe and supported in heterogenous environments, we implement a positive behavior interventions and supports system (PBIS) that includes expectations for all areas of the school, as well as how parents can support their students at home. Students, parents, and the community have formal ways to provide input regarding the functioning of inclusive and equitable nature of the school, via our DEI Study Team and regular surveys.
- **Effective Teaching in Every Classroom:** Highly competent teachers are key to our ability to enhance student learning at Pinnacles Prep.^{lxiii} The recruitment and hiring process is designed to attract teachers who believe all students can achieve at high levels and have a track records of supporting them. Furthermore, Pinnacles Prep is committed to hiring experienced, licensed special education and English-language learner specialists to support students with IEPs and who need additional support acquiring English. See **Section 21: Staffing** for more details about our competency-based hiring process. A cycle of regular teacher coaching and evaluation is centered on improving instructional delivery practice and reviewing student performance data to action plan to analyze student performance by subgroup and plan appropriate interventions. See **Section 22: Professional Development** for more details about Pinnacles Prep’s approach to developing teachers who can support students with IEPs, 504s, that are ELL, Highly Capable, and/or at-risk of academic failure.

- **Rigorous, Guaranteed, and Viable Curriculum:** We believe all students—including special populations—should have the opportunities to access grade-level content. Therefore, Pinnacles Prep has identified rigorous, standards-aligned curriculum that provide a roadmap for foundational course instruction. Instead of creating course content, teachers do the work of ensuring it is differentiated so that all learners can access it. Furthermore, Pinnacles Prep utilizes a proven, research-based social-emotional learning curriculum in the Compass approach to support all students in developing habits, mindsets, and skills essential for making personal and academic growth. See **Section 6: Curriculum and Instructional Design** for detailed descriptions of curriculum selections and differentiation strategies utilized across classrooms.
- **Trusting Mentorship with Student-Led Goal-Setting and Reflection:** Our faculty and staff strive to build an alliance with their student mentees, starting with rapport and a culture of caring that helps students move toward independence in a true learning partnership. Building rapport focuses on establishing an emotional connection and building trust. That connection is leveraged to create a partnership. According to the article *Culturally Responsive Teaching: Theory, Research, and Practice*, “caring within a culturally responsive context automatically places teachers in a different kind of emotional and academic partnership with students. This relationship is anchored in affirmation, mutual respect, and validation that breeds an unshakable belief that marginalized students not only can but will improve their school achievement.”^{lxiii} Students then can take more of an independent role in goal setting and reflection on their own ILPs, which fosters agency and intrinsic motivation toward meeting proficiency on standards and competencies.
- **Competency Based Education (CBE) and Standards-Based Reporting Systems:** We believe that once students meet proficiency on standards or competencies, they can move to the next level of content. If they meet proficiency in all grade-level priority standards and competencies they should be able to move entirely to the next grade level. We use standards-referenced reporting and rubrics that are collaboratively created in order to define proficiency. (See **Section 7: Student Performance Standards** for details about measuring standards mastery.) We meet all learners where they currently are academically and allow them to progress as they are ready, at the pace that meets their individual needs. CBE allows students to demonstrate mastery of competencies in many ways, and by allowing such broad differentiation, it has the potential to increase access to the general education curriculum by students with learning and attention issues.^{lxiv} These skills are critical for students with learning and attention issues, many of whom may benefit from accommodations throughout their lives.^{lxv}
- **Effective Communication and Parental Involvement:** Pinnacles Prep communicates frequently with the families of every child, in their home language, to ensure that we are meeting the needs of all students. Our weekly extended advisory meetings produce academic and behavioral reports that will be sent home to families every Friday via the ILP, to ensure that any concerns are attended to early and so that students can continue to grow in the learning environment.
- **Comprehensive, Integrated Multi-Tiered Systems of Support (Ci3T):** Pinnacles Prep provides a tiered service model so that all students get the support they need. We use the Comprehensive, Integrated, Three-Tiered (Ci3T) model to create this integrated system because we believe that the collective and focused energies of teachers, parents, and other school personnel are more effective than fragmented efforts and that academic, behavioral, and social support for students should be proactive and supplemental, not reactive and remedial.



At Pinnacles Prep, we engage all stakeholder groups in the roles and responsibilities for each area. Professional development for our overall plan for supporting special populations of students is delivered during staff's summer institute and throughout the school year. See **Attachment 23** for summer PD topics. We partner with the True Measure Collaborative (TMC), which offers robust, centralized expertise and supports that promote compliant, effective, and innovative practices for meeting the needs of students faced with barriers to academic achievement, including those with disabilities. We also partner with our local North Central Educational Service District (NCESD) for professional development throughout the school year. A sample scope of work outlining services provided by TMC and NCESD can be found in **Attachment 20**. The following table outlines the support we provide at each tier in our Ci3T model:

Pinnacles Prep Comprehensive Integrated Multi-Tiered Systems of Support (MTSS)

Tier	Academic	Behavioral	Social-Emotional
Tier 1: Primary Prevention <ul style="list-style-type: none"> Universal: All students actively receive Tier 1 Approximately 80% of students respond to this level 	<ul style="list-style-type: none"> Instruction linked to state standards Benchmarking student progress to inform instruction Culturally relevant instruction via the Ready for Rigor Framework Daily goal setting and reflection in advisory 	<ul style="list-style-type: none"> Positive behavioral interventions and supports framework Explicit schoolwide expectations with consistent practices shared by all stakeholders Behavior expectations are taught, modeled, reviewed, and reinforced. Agreed-upon proactive and 	<ul style="list-style-type: none"> Schoolwide SEL program delivered weekly through advisory Social skills connected and reinforced in academic classes and throughout the day Reinforcement for showing pro-social behavior Weekly family communication

Tier	Academic	Behavioral	Social-Emotional
		reactive elements are implemented consistently	
Tier 2: Secondary Prevention <ul style="list-style-type: none"> Targeted: Students who do not respond to the primary prevention plan Approximately 10-15% of students Focused intervention to address academic, behavior, or social concerns: <ul style="list-style-type: none"> -Acquisition (can't do) -Fluency (trouble doing) -Performance (won't do) 	<ul style="list-style-type: none"> 1:1 and small group instructional time with teachers during academic rotations Instructional accommodations PEAK time: targeted fluency or numeracy development with adaptive software Progress monitoring for students and clearly defined exit criteria 	<ul style="list-style-type: none"> Action plan for behavior includes review/reteach and analysis Differentiated behavior plans Additional check-ins with mentor and family Support and coaching for teachers around classroom management for specific students 	<ul style="list-style-type: none"> Small group instruction in targeted area Additional check-ins with mentor and family Meetings with school counselor or social worker
Tier 3: Tertiary Prevention <ul style="list-style-type: none"> Intensive: Students who do not respond to the primary or secondary prevention 5-7% of students Intensive individualized interventions 	<ul style="list-style-type: none"> Individualized instruction via PEAK time: intervention time for intensive fluency or numeracy development Individualized instruction from ELL Specialist or interventionists ILPs call for specialized supports from learning specialists or other providers (speech and language, occupational therapy, etc.) Modified curriculum 	<ul style="list-style-type: none"> Functional behavior assessment-based interventions 1:1 meetings with school counselor Connection of family to wraparound service providers 	<ul style="list-style-type: none"> 1:1 meetings with school counselor Connection of family to wraparound service providers

3. Meeting the Learning Needs of Students with Disabilities

Pinnacles Prep leadership and faculty leverage research and best practices to provide a high-quality and inclusive educational experience to students with disabilities. All students will have access to the school, and no one will be denied admission due to the nature of their disability or a request for special education services. We recognize and take seriously our legal responsibility to ensure that no person with a disability shall be excluded from participation in any program of Pinnacles Prep.

a. Identification Methods

When students are admitted to Pinnacles Prep, we will use the information in their enrollment paperwork regarding IEP identification as the first way to identify students who may need additional support. Pinnacles Prep will implement IEPs received from other districts by providing comparable services until a new or transfer IEP is developed. We will administer appropriate assessments and collect data on present levels of performance to determine the ways in which students' IEPs may need to be updated.

For those students who do not have existing IEPs, we will use our universal screeners, diagnostics, MTSS process, and other data (teacher observations, attendance and discipline records, exit tickets, work samples, formative assessments, etc.) to identify students who are struggling academically, behaviorally, or socially. Those students will be referred to our Student Study Team (SST). The SST meets weekly and includes the principal, school counselor, teachers, and other appropriate staff members as needed. The SST will review all available data to determine the type of academic, behavioral, and social-emotional interventions that would be most appropriate. If initial interventions are not successful, the student's parents will be asked to attend the meeting and additional interventions and supports will be implemented.

If ongoing interventions continue to be unsuccessful, and the student is not making adequate progress toward their goals, then the student may be referred for an evaluation to determine eligibility for special education services. A copy of the referral, (which can be made by any faculty member), will be sent to the parents along with an Assessment Plan and a request for informed consent before conducting an evaluation (WAC 392-172A-03000). When the results are received, an eligibility meeting with the parents/guardians and school staff will determine the student's eligibility for special education services. In compliance with WAC 172A-03005, evaluations and a decision about eligibility will be made within 35 school days after the date that written consent for the evaluation is provided by the parent. If the student is eligible for special education services, an IEP team will be formed that includes members outlined in WAC 392 172A-03095, and an IEP for that student will be developed within 30 calendar days. Parents/guardians may also request an assessment for special education at any point throughout the school year. This request must be in writing. The school will have 25 days from the date that a written request is submitted to determine whether or not to evaluate the scholar. If the decision is made to assess the scholar, then the appropriate consents will be obtained from the parent and the process will proceed (in adherence to the timelines) as described above.

Avoiding Misidentification

Identifying needs for special education services early is critical to our students' success. We are also committed to ensuring that students are not mis-identified or over-identified. Our MTSS approach with a focus on student outcomes will help distinguish students whose achievement challenges are due to a disability that requires special education services, and the larger group with achievement problems due to other causes. By providing appropriate instruction to students at risk, as well as those with learning disabilities, MTSS has the potential to reduce the number of students referred for special education and related services as well as to reduce bias in the assessment of students from culturally and linguistically diverse backgrounds.^{lxvi} We are committed to analyzing and using data (frequent formative assessments, continuous progress monitoring) to inform all instructional goals and adaptations.

b. Interventions and Supports

As stated above, Pinnacles Prep uses comprehensive, integrated Multi-Tiered Systems of Support for all students, in academic, behavior and social-emotional dimensions. These systems include extended periods, advisory periods, setting personal goals, and self-monitoring progress towards goals.^{lxvii}

If a student is not responding to Tier 1 supports, they may require Tier 2 supports. Specific concerns are documented and analyzed in order to determine appropriate tiered interventions. High absenteeism (e.g., 20%), a pattern of office discipline referrals, grade point average (GPA), and number of credits accrued (or lack thereof) can all be indicators of disengagement and are places to start problem analysis, which may then result in additional assessments of academic skills.^{lxviii}

All students at Pinnacles Prep will receive a universal screener, called i-Ready, that will be administered at the beginning of the school year. This universal screener along with longitudinal SBAC data, interim assessment data, and ongoing formative assessment of priority standards will guide placement into Tier 2-3 interventions. Programmatic decisions for students who qualify for intensive supports through special education eligibility will be made in collaboration with the IEP team, which determines all aspects of the IEP including services and placement. Specific interventions for students requiring intensive supports by nature of being ELLs will be determined in collaboration with the ELL Specialist. Intervention determination for both populations of students will be informed by students' IEPs and/or ELPA21 reports.

Continuum of Services

Pinnacles Prep, first and foremost, commits to providing a free appropriate public education (FAPE) to all students in the least restrictive environment (LRE). To that end, we have a strong, consistent foundation of comprehensive Tier I instruction for all students in the general education setting. We utilize our Compass curriculum to support all students' social-emotional needs in order to access and assure academic success.

To ensure access to the general education curriculum, Tier 2 supports happen within the general education environment and include: reteaching of priority standards, targeted small group instruction, routines that ensure high levels of feedback (peer teaching) and students setting goals and tracking progress toward meeting or exceeding standard. We recognize that no program exists that will meet the need of all students. Therefore, we follow the principles of effective instruction including instruction with scaffolding; explicit, direct instruction with modeling; immediate and specific feedback; multiple opportunities to practice; frequent progress monitoring; and engaging all students in setting goals and learning objectives.^{lxix}

Students who are identified as needing Tier 2 supports will receive targeted, research-based interventions that are monitored for 6-8 weeks. The Student Study Team (SST) will meet to review student progress / response to the intervention. The teams will look at the data and make one of the following choices: The student responded and no longer requires the Tier 2 intervention; the student did not respond and will continue receiving the Tier 2 intervention, or the student did not respond and the team needs to review data to determine if a different intervention will be applied or if the student will be referred for an evaluation.

Tier 3 supports are intensive and specifically determined by a student's Individual Education Program (IEP). Supports and services outlined by the IEP team can be implemented at any point during the school

day, including during PEAK time. In addition to the range of intervention strategies and programs applied as Tier 2 supports, Tier 3 supports add deeper layers of frequency, intensity, and duration. Tier 3 intervention programs include computer adaptive software to build foundational skills in reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension) and math (computation and problem solving).

c. Monitoring and Evaluation

We closely monitor the academic, behavioral, functional, and SEL growth of all students with mild, moderate, and severe disabilities throughout the school year. Formative and summative assessments, including SBA Interim Assessments, will be used to monitor growth related to priority standards and the students' individual learning goals, including IEP goals. Specific assessments are outlined in **Section 23: Performance Framework**.

All IEP goals will be monitored and evaluated by a certified special education specialist, or for related services, a certified educational staff associate (WAC 392-172A-02090, sections h and i)). Students with IEPs will have annual meetings in accordance to IDEA and WAC 392-172-A-03110. These IEP meetings will determine the efficacy of the services provided in relation to whether the annual IEP goals are being met. Revisions and progress toward IEP goals will be shared with families at IEP meetings and periodically throughout the school year, as stipulated by the IEP.

d. 504 Plans

Pinnacles Prep will identify all students protected under Section 504, including anyone determined to (1) have a physical or mental impairment that substantially limits one or more major life activities, (2) have a record of such impairment, or (3) be regarded as having such impairment.^{lxx} If staff or families feel that a student may qualify for protections under Section 504, they will make a referral to the SST. Pinnacles Prep will comply with regulations outlined in the Section 504 regulatory provision 34 C.F.R. 104.35(b) in individually evaluating a student before making a decision regarding their disability status. 504 plans will be reviewed at least annually. An existing Pinnacles Prep teacher will serve as the 504 coordinator who will ensure accommodations and services are provided including a re-evaluation process every three years.

e. Promoting Graduation

Pinnacles Prep strives to have 100% graduation rates for all students. We promote graduation for all students by incorporating it as part of their ILPs. Our Ci3T structure is designed to help students toward their postsecondary transition plan. For at-risk students or those with IEPs we also use the following Quality Indicators for Secondary Transition:^{lxxi}

- Provide information to students and parents regarding transition services, postsecondary training employment, and support services, and their role in the IEP/transition process.
- Provide community work experiences that emphasize realistic work opportunities.
- Use post-school data to establish goals and to make program decisions.
- Seek student, parent, and community information regarding the student's postsecondary goals and transition services.
- Use an interagency team process with students and families to link transition services, accommodations, and supports.

f. Special Education Staffing

All special education services at Pinnacles Prep will be provided by individuals or agencies as required by law by complying with WAC 392-172A-02090. The school principal will oversee compliance of our special education program and a special education specialist will provide services to students. We will hire staff necessary to provide special education services including special education specialists with the proper certification, paraprofessionals, resource specialists, and outside service providers. Special education services will be delivered in accordance with each student's IEP. To the maximum extent possible, services will be delivered within a full inclusion model, with the goal that students are receiving services via push-in support or co-teaching. Our budget and staffing model are addressed in the **Section 27: Financial Plan**.

Additional services will be provided by specialists on a contract basis. We will partner with our North Central Educational Service District to ensure that we have the specialized staff that we need to serve all of our students. See **Attachment 20** for a draft MOU.

4. Support for English-Language Learners

a. Identification

Pinnacles Prep anticipates a large population of English Language Learners (ELL) because of the unique demographics of our target neighborhood in South Wenatchee. These students have historically been systemically marginalized in educational settings and will need extra support. The following is our comprehensive plan to serve them through universal design and by providing additional targeted support as needed.

Eligible students will complete a Home Language Survey^{lxxii} to determine their eligibility for transitional bilingual instructional program (TBIP) services. If students are identified by the survey to be considered for the English-Language Development program, the ELPA21 placement test will be given to those students within 10 days of the start of the school year. Pinnacles will notify all parents of its responsibility to administer the ELPA21 and report the results within 30 days of receiving them and that they have the right to waive services. Students who receive a score of three or above on the ELPA21 will receive Tier 2 supports provided in the general education classroom. ELLs who score below a three will receive Tier 3 supports during PEAK time.

Pinnacles Prep will reassess all eligible students annually by conducting an evaluation of the overall academic progress and English-language development. This evaluation includes a standardized test in reading, writing, listening, and speaking in English as set forth in WAC 392-160-035. Staff in charge of administering the training will take the training in order to administer the ELPA21 over the course of the year.

b. Bilingual Instructional Program

A transitional bilingual instructional program will likely not be practicable for Pinnacles Prep as the staffing requirements of offering instruction in two languages and the cost of supporting such a program is not feasible at this point. Therefore, to ensure we provide high-quality supports to our ELLs, we will use an alternative instructional program, and ELL students will be served, to the extent

appropriate, through our inclusion model. We provide a comprehensive program to support the academic and social-emotional growth of ELL students through a Supportive Mainstream Alternative Instructional Program. We support ELL students in our general education English-speaking classrooms and with an ELL Specialist will provide supplemental English-language support inside the general education classroom as well as during PEAK. Pinnacles Prep faculty make grade-level content meaningfully accessible by using specific strategies to foster English-language development. Our foundational teachers collaborate with the ELL Specialist to facilitate language support in all courses. The goals of English-language proficiency are integrated with grade-level academic achievement. Specific supports for ELL students are:

- Staff professional development around meeting the needs of ELLs
- Small-group instruction for newcomers
- Scope and sequence documents aligned to WA ELP standards
- Daily language objectives, from the English-Language Proficiency Standards
- Pull-out instruction from the ELL Specialist
- Working with computer adaptive ELL software such as Lexia on reading, writing, speaking, and listening supports during PEAK

c. Monitoring, Evaluating, and Exiting ELL Students

Pinnacles Prep has a system of data-driven protocols that are woven into our professional learning community (PLC) culture. We ensure that the progress of all subgroups, including ELLs, is reviewed on a consistent basis through our Student Study Team (SST) process, so that modifications to their program can be made at any point in the school year. Teachers will be trained on how to use diagnostic data for ELL students from the ELPA21 Achievement Level Descriptors in order to leverage students' strengths in the classroom and build personalized support around the level on which the students are working in reading, writing, speaking and listening. Additionally, we monitor ELLs' progress using teacher feedback on the English as an Additional Language (EAL) Continuum, by Christopher-Gordon Publishers, as well as computer adaptive software and our universal screener such as i-Ready. We monitor ELL progress in listening, speaking, reading, and writing at regular intervals. Students who are exited are also monitored closely for two years to ensure that there is no regression or need for additional services.

d. Staffing for English Learners

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

e. Parent Notification Requirements for Families of English Learners

In accordance with WAC 392-160-015, Pinnacles Prep provides the following:

- Vital communication with families will be in a written and oral language that is accessible to them (WAC 392-160-010). Pinnacles Prep's home language survey will identify the language needs of students' parents and guardians.
- Parental notification of eligibility of English Language Development (ELD) support services, as well as results on the annual ELPA assessment, and notification of whether the student continues to qualify for services. Parent notification of initial placement will be sent to parents no later than 30 days after the beginning of the school year.
- Parent notification of waivers for TBIP and Title III services for their child. We will communicate the benefits of the program participation in a language they can understand.
- Title III family and community engagement (FACE) for providing effective activities and strategies that enhance our ELD programs, including how to assist their child to learn English, achieving high levels in core academic subjects, and how to meet state standards. Additionally, Title III FACE funds will help us implement an effective outreach system and strengthen and increase our engagement in our programs that serve ELLs.

5. Meeting the need of homeless students and students in foster care

In the 2017-18 school year, 352 students (4.5%) in the Wenatchee School district were considered homeless. The McKinney-Vento Act defines homeless children as "individuals who lack a fixed, regular, and adequate nighttime residence."^{lxxiii} Examples of students who would fall under this definition are:

- Children and youth sharing housing due to loss of housing, economic hardship, or a similar reason
- Children and youth living in motels, hotels, trailer parks, or campgrounds due to lack of alternative accommodations
- Children and youth living in emergency or transitional shelters
- Children and youth abandoned in hospitals
- Children and youth whose primary nighttime residence is not ordinarily used as a regular sleeping accommodation (e.g. park benches, etc.)
- Children and youth living in cars, parks, public spaces, abandoned buildings, substandard housing, or bus or train stations
- Migratory children and youth living in any of the above situations

Pinnacles Prep will follow all provisions of the McKinney-Vento Homeless Assistance Act. We will identify students who are homeless during our registration process and train a staff member to be the McKinney-Vento Liaison. This process is repeated annually to ensure provisions for families whose housing situations have changed.

Pinnacles Prep will follow all applicable state laws regarding foster youth and will use the CEDARS data system, a Caregiver Authorization form, a School Notification form, or a court order to identify scholars in foster care, adhering to required confidentiality practices with these records. We will designate a foster care liaison, who will support foster youth and their families and who will attend OSPI trainings to ensure that best practices are utilized.

Homeless students and students in foster care will benefit from Pinnacles Prep's advisory program, through which staff members meet with students at the beginning of every school day. Additionally, we create a welcoming, inclusive climate for all students that is safe and supportive, that benefits all students, and that can alleviate concerns for homeless students concerning stigma and shame.^{lxxiv} We

train all faculty and staff on trauma-informed practices during our staff summer institute. These trauma-informed practices support all students and will be especially beneficial to homeless youth who have been exposed to violence, abuse or other traumatic experiences including hunger and illness. Pinnacles Prep will meet the needs of foster and homeless youth through increased communication to parents/guardians as well as other stakeholders (social workers, case managers, support providers) and by ensuring that barriers to attending and excelling at school are as limited as possible. Students who are designated as homeless or foster youth will be prioritized for social-emotional and mental health supports and wraparound services as needed. We evaluate our program and procedures annually to ensure that none of our practices are unintentionally putting homeless/foster youth at a disadvantage.

6. Meeting the needs of highly capable students

a. Identification

There are multiple definitions of highly capable, from intellectual to academic to artistic. Pinnacles Prep staff identify students via the definitions from WAC 392-170-035: Students who perform or show potential for performance at significantly advanced academic levels in intellectual aptitudes, specific academic abilities, and creative productivities will be eligible for highly capable services. We recognize that students who are highly capable may possess, but are not limited to, the following characteristics outlined from WAC 392-170-036:

- Capacity to learn with unusual depth of understanding, retain what has been learned, and transfer learning to new situations;
- Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than their peers;
- Creative ability to make unusual connections among ideas and concepts;
- Ability to learn quickly in their areas of intellectual strength; and
- Capacity for intense concentration and or focus.

Pinnacles Prep uses the eligibility characteristics above and identifies students through the use of our universal screener, formative assessment data, teacher observations, rubrics, and work samples through our SST process. Additionally, community members close to the student, including community center personnel, coaches, and ministers, can identify them as highly capable. In order to ensure that underrepresented HiCap student populations are identified for individualized services, Pinnacles Prep faculty will go through OSPI's HiCap Plus modules to help them understand the complexities of identification.

b. Research-based instructional programs, practices, strategies

Pinnacles Prep creates specific structures to support highly capable students, which include:

- Advisory and mentors will help students identified as highly capable monitor their goals and progress;
- Foundational courses are blended and competency-based so that students can work through content at their own pace, and small-group academic rotations focus on targeted skill work;
- PEAK will have a specific class dedicated to small group instruction and academic rotations for students identified as highly capable; and
- PBE projects are differentiated based on student skills and interest.

c. Monitoring and evaluating academic progress

All students, including those identified as highly capable, will be assessed regularly through formative assessment of standards via rubrics, i-Ready, SBAC Interim assessments, and teacher observations.

d. Staffing for intellectually gifted students

Pinnacles Prep faculty will receive professional learning via OSPI's HiCap Plus modules so they can make the most effective referrals, support students who are identified, and evaluate highly capable students for progress. Additionally, one staff member will be selected to be the coordinator for the Highly Capable Program and will address questions, needs, and resources in our school.

e. Parent notification

If a student has been identified as highly capable based on the criteria above, then parents will be notified by the student's mentor. A plan will then be put in place to support the student's learning needs.

7. Meeting the learning needs of at-risk students

As mentioned previously, at the beginning of each school year, Pinnacles Prep staff review all student registrations to identify students who fall into the at-risk category as defined by RCW 28A.710.010(2), including scholars with academic and/or economic disadvantages such that additional supports and services are required for the scholar to be successful. An at-risk student is defined as follows:

- A student who has an academic or economic disadvantage that requires assistance or special services to succeed in educational programs,
- A student who does not meet minimum standards of academic proficiency,
- A student who is at risk of dropping out of high school,
- A student in a chronically low-performing school,
- A student with higher-than-average disciplinary sanctions,
- A student in a school with lower participation rates in advanced or gifted programs,
- A student who is limited in English proficiency,
- A student who is a member of an economically disadvantaged family, and
- A student who is identified as having special educational needs.

Students who are considered at risk based on the registration screening will be specifically monitored as part of our SST process throughout the school year. Those students who are at risk due not meeting academic proficiency will be supported through PEAK intervention time. Students who are at risk of dropping out or have higher than average disciplinary sanctions will work with their mentor, parents, and school counselor, to ensure a plan is in place and monitored daily or weekly for success/growth. See **Section 3: School Culture** for Pinnacles Prep supports for students at risk of dropping out of school.

Section 11: School Calendar and Schedule

1. Academic Schedule

Pinnacles Prep students attend a similar academic calendar as the local districts except for a three-day orientation for students. We recognize that parents may have multiple children in different schools and in order to accommodate their home lives and work schedules, we will operate under the same calendar as the local district. However, we do have an extended instructional day, which has shown to benefit our anticipated student population of economically disadvantaged students.^{lxxv} Pinnacles Prep middle school students receive 253.75 more hours of academic instruction than is required by the Washington state minimum requirements as stated in RCW 28A.150.220(2), and high school students receive 143 hours more. Extended time enables Pinnacles Prep to deliver its key program elements of Social-Emotional Learning Supports and Place-Based Education, in addition to standard foundational subject courses.

2. Instructional Hours

School / State	School Days	Total Yearly Instructional Hours
Pinnacles Prep Middle School	183	1,253.75 (253.75 hours over WA State Requirement)
Pinnacles Prep High School	183	1,223 (143 hours over WA State Requirements)
WA State Requirements RCW 28A.150.220(2)	180	Grades 6-8 = 1,000 & Grades 9-12 = 1,080

Late-start Monday (LSM) is faculty professional development time and therefore the middle school begins at 9:00 AM and dismisses at 3:10 PM (**340 minutes/LSM**). Middle school on Tuesday-Friday begins at 8:00 AM and ends at 3:35 PM (**425 minutes/Tuesday-Friday**). Total yearly instructional hours for middle school total **1,253.75** (30 LSM x 340 minutes = 10,200 min) + (153 Tue-Fri x 425 minutes = 65,025 min) = (10,200 minutes + 65,025 minutes = 75,225 minutes / 60 = **1253.75** hours). High school also has LSM beginning at 9:05 AM and dismissing at 3:20 PM (**355 minutes/LSM**). High school on Tuesday-Friday begins at 8:00 AM and ends at 3:20 PM (**410 min/Tuesday-Friday**). Yearly instructional hours for high school total **1,223** (30 LSM x 355 minutes = 10,650 min) + (153 Tue-Fri x 410 minutes = 62,730 min) = (10,650 Monday minutes + 62,730 Tues-Fri minutes = 73,380 minutes / 60 = **1,223** hours).

Pinnacles Prep Middle School Courses	Daily Instructional Time (minutes vary by day)	Weekly Instructional Time (minutes)	Frequency/week
Foundational Courses (Math, Humanities, Science)	45-60 minutes each	225 for each course	4
Place-Based Education (PBE) (Integrated Math/Humanities/Science)	60-195	375	4
PEAK (Intervention/Extension)	60	240	4
Electives	45-60	285	5
Advisory	30-60	180	5
High School	Daily / Weekly Instructional Time (minutes) / Frequency/week		
	Grades 9-10	Grade 11	Grade 12
Foundational	45-85 minutes each / 215 min weekly / 3x per week		

Courses			
Foreign Language or Personalized Pathway	45-85 minutes each / 215 min weekly / 3x per week		
PBE History	45-85 minutes each / 215 min weekly / 3x per week		
Advisory	45 minutes daily / 225 min weekly / 5 days per week		
Art	45-85 minutes each / 215 min weekly / 3x per week		
Health and Fitness	85 min each /170 min weekly /2x per week		
Electives (2 in Grades 11 and 12)		45-85 minutes each course / 430 min weekly / 5x per week	
PEAK	85 min each / 170 min weekly / 2x per week		
College Counseling		85 min each / 170 min weekly / 2x per week	
Internship/ Final Summit Project			170 min each / 340 min weekly / 2x per week

3. Schedule Optimized for Student Learning

All Pinnacles Prep students get access to grade-level foundational core instruction. Also, the same priority standards that are being addressed in the foundational courses for humanities, math and science drive the PBE block, which provides more practice through deeper, relevant application-level work with those same priority standards. Therefore, our students receive more instruction in core subjects, such as math and ELA, than do students in the traditional setting. Additionally, students spend time every morning with their mentor, monitoring their progress toward academic and social-emotional learning goals. This advisory time is critical for building agency in our learners, helping create clarity of expectations, and helping students set goals they own and meet. The elective course we chose for middle school was based on community desire for STEM pathways to meet job demands in our community. Therefore, the main elective in Year 1 will be a STEM course from Project Lead the Way.

4. Schedule Optimized for Academic Support

Pinnacles Prep is dedicated to accelerating learning for our students who are academically behind their peers. During New Student Orientation, all students take a diagnostic to assess their math and reading proficiency to ensure they receive appropriate supports from day one. During the school year, we build intentional time into the school schedule for all students to have access to intervention and enrichment (PEAK). Students spend four days per week in PEAK in middle school (five days in high school) working on targeted skills. Four staff professional data days are built into our annual calendar to allow staff to analyze student assessment data (e.g. i-Ready, Smarter Balanced Interim Assessment Blocks (IABs), formative assessments) to regroup students for interventions/extensions and hone lesson plans to reteach skills for which students need remediation.

See **Attachment 8** for the Pinnacles Prep proposed calendar for the first year of operation, and **Attachment 9** for a sample daily and weekly schedule for middle school and high school students. See **Section 6: Curriculum and Instruction** for more details about each class on the daily schedule.

Section 12: Student Discipline Policy and Plan

1. Student Discipline Overview

Adolescence is a developmental period characterized by high levels of engagement in risky behavior. A positive school climate can provide a protective environment that reduces risky behaviors.^{lxxvi} Specifically, a school climate characterized by strict but fair discipline and supportive teacher-student relationships is associated with lower levels of drug use, bullying, fighting, and weapon-carrying at school; less interest in gang membership; and lower rates of suicidal thoughts and behavior.^{lxxvii} Therefore, Pinnacles Prep faculty and staff are committed to a positive school culture and climate and have a relentless focus on relationships, clearly defined expectations, and consistency of accountability.

When educators and administrators focus on creating a positive school climate, the likelihood of a student being suspended decreases.^{lxxviii} Every student in our school is paired with a caring adult mentor through our advisory program. All staff and faculty serve as mentors to a group of roughly 10 students. This mentor oversees all aspects of their time at Pinnacles Prep, including doing a home visit prior to or during orientation. During weekly advisory, faculty and staff utilize a comprehensive human development circle model for social-emotional learning where students and staff have a chance to check in with each other and share anything that has come up for them during the week. Everyone is expected to support each other in growing as whole humans and into a strong community. It is through advisory that students begin to develop deep and meaningful relationships with their mentor and their peers.

Pinnacles Prep faculty have a persistent focus on creating an environment where all students understand the clear expectations for making a safe and inclusive school environment. We put the voices and needs of students and families at the center of our multi-tiered system of positive behavioral interventions and supports (PBIS). The first tier of support is critical to ensuring a positive system of interventions. During student orientation, in the first week of school, every student will learn, co-create and practice schoolwide expectations for behavior in common areas, including hallways, bathrooms, recess, lunch, and classrooms, according to our core values of Equity, Perseverance, Inquiry, and Collaboration (EPIC). Mentor groups discuss rewards and consequences for following or violating schoolwide expectations and norms. Using student voice, practicing expectations, and discussing and agreeing on consequences is an effort to create the mutual trust and respect needed so that students have ownership and are fully integrated into the school community.

Parents and students sign a “Student Code of Conduct” contract with their mentors, agreeing to commit to the schoolwide expectations for behavior at the end of orientation. The code of conduct includes a menu of interventions and supports for violations of schoolwide expectations. The creation, practicing, and signing of the Code of Conduct helps facilitate a positive school environment because students will know what is expected of them and know they will be treated equally and fairly if they do violate school norms. See **Attachment 10** for the “Student Code of Conduct.”

2. Culturally Responsive Discipline

According to the Office of Superintendent of Public Instruction’s Diversity Report, students who are most at risk of receiving a suspension in Wenatchee and Eastmont school districts are male, non-white, of low socioeconomic status, have a disability, are in foster care, or have a combination of these characteristics. These disproportionate statistics are not unique to our Valley, however, and Pinnacles

Prep is committed to eliminating disproportionality in its discipline responses. Thus, we see suspension and exclusion as an absolute last resort and based on the immediate safety of the child and school community at large. Our commitment to creating a positive culture as mentioned above, as well as having student voice in the creation of expectations, is the first level of cultural responsiveness in that it creates an equitable conversation where all voices are heard about what makes a safe space in our school.

As part of our core program element of diversity, equity, and inclusion (DEI), we seek to hire a diverse staff that reflects our student population. A growing body of literature suggests that outcomes such as test scores, attendance, and suspension rates are affected by the demographic match between teachers and students.^{lxix} We have heard from our community that they think it is important for our Latinx population to learn from faculty that reflect their own cultural identity and community.

Faculty and staff receive professional development in PBIS and DEI prior to the start of the school year and equitable discipline practices will be at the forefront of that conversation. Each staff will have a menu of interventions and supports—that they co-create, agree on, and use to intervene on behavior—that they agree are equitable and consistent for all.

3. Supportive Discipline

Pinnacles Prep takes a proactive approach to discipline and uses a tiered-service model for students who do not respond to Tier I supports which all students receive. In order to ensure that Tier 2-3 supports are effective, we track all PBIS data and review it weekly to identify students who are in need of additional support, as well as those excelling. As discussed previously, we use an equity lens; staff understand that the purpose of this data is to not only to see where we can grow and support individual students, but also to disrupt entrenched patterns of disproportionate discipline actions on student groups identified above. The data is also used to develop professional growth and support plans for teachers who need additional support in classroom management.

Our tiered model is preventative and designed to keep students in the classroom environment. After identifying students needing Tier 2 support, the PBIS team creates action plans for students who are struggling and recognizes students who are excelling at a community meeting. Once an action plan is created, it is shared with the student, family, and mentor so that supports can be garnered and utilized early-on. The plan is then monitored by each teacher throughout the school day and parents receive updates weekly on the student's progress through their Individualized Learning Plan (ILP).

If students continue to struggle, they receive Tier 3 supports which include collaboration with the student's physician and/or mental health provider, and counseling support. These added supports, along with communication and coaching for faculty on how to best utilize Tier 3 supports in the classroom, will help build a more resilient staff and student body.

Throughout Tiers 1-3, Pinnacles Prep strives to create sustainable solutions to behavior, in order to keep students in the learning environment, and help others to feel safe and respected as well.

4. Fair and Equitable Discipline

As stated previously, exclusionary discipline disproportionately impacts students who are male, non-white, of low socioeconomic status, have a disability, are in foster care, or a combination of these characteristics. We recognize this trend and have built an inclusive, and culturally responsive PBIS approach to school discipline that excludes students as a last resort or when student or school safety is in immediate jeopardy.

To achieve this goal, and to ensure that no subgroups of students are disproportionately impacted by school discipline, we support teachers' building of cultural humility through professional development that provides opportunities for teachers to reflect on their individual backgrounds and beliefs regarding diversity. This is an effort to understand and interrupt oppressive practices in all forms, especially related to student discipline. Regular data review for disproportionality trends across sex, race, socioeconomic status, and special population status take place during our PBIS data team meetings, which happen once per week.

5. Communication of School's Discipline Policy

Parent and Student Advisory Councils will weigh in on the code of conduct and discipline policy for an equity lens and to give feedback prior to the first family night when we review the discipline policy. **See Attachment 10** for the discipline policy. Parents who are unable to attend family night will be asked to read the discipline policy in the student/parent handbook. Thereafter, student discipline data will be shared with families via the student's ILP. Students will have the opportunity to review their data weekly and complete a written goal setting and reflection template so that they can identify positive trends in their behavior and set goals for improvement. Families will also receive frequent communication from their student's mentor to ensure school/family dialogue around behavior occurs.

Section 13: Educational Program Capacity

1. School Leadership Team

Our founding team brings a breadth of professional and life experience including extensive instructional design experience in traditional and nontraditional K-16 educational settings.

School co-founder and board member **Rick Wray** is a current fellow in the Washington State Charter Schools Association (WA Charters) School Leadership Design Fellowship, is president of the founding board of trustees and chair of the Facility Acquisition and Design Committee and is part of our design team for the Pinnacles Prep school model. He also brings a proven record of fundraising, marketing, programmatic design, and operations oversight. Rick has:

- Raised over \$15 million in capital for four facilities and programming;
- Served over 25,000 diverse youth and managed teams of 40+ employees as a founder and executive director of three thriving education organizations: Higher Ground Learning, Spy Hop Productions, and SHIFT Workshops.

School co-founder and Board Secretary **Sara Rolfs** is a current fellow in the WA Charters School Leadership Design Fellowship and chair of the Family and Community Engagement Committee. She is part of the design team for the Pinnacles Prep school model. She brings extensive experience in community engagement and Science, Technology, Engineering, Arts and Math (STEAM) and place-based education initiatives, including:

- Initiated STEAM push-ins at Wenatchee School District's elementary schools, providing 2,767 students with monthly project-based learning activities;
- Co-founded the K-Art Program bringing art instruction to all Kindergarteners in two districts
- Launched Every Kid At the PAC (EKAP) program for local performing arts center. EKAP brings events to over 5,000 students;
- Founding board member for *Our Valley, Our Future*, a regional strategic planning organization;
- Co-created the *Kids in the Forest* and the local *SnowSchool* programs that promote outdoor, place-based learning about forest health, wildfire ecology and snow science;
- Co-founder of TEDxWenatchee.

Pinnacles Prep's founding principal **Jill Fineis** is a current fellow in the WA Charters School Leadership Design Fellowship and plays an integral role in the school model design. She has nearly 20 years of education experience, deeply steeped in the sciences, a core of the Pinnacles model:

- Principal internship experience was in Wenatchee School District's WestSide High School which is an alternative learning environment with high Latinx and low-income population;
- Dean of students administrative experience in higher-ed;
- 7 years as an instructional coach in Wenatchee School District, K-12;
- Earned a WA State Principal Credential through Washington State University;
- Earned M.Ed at Montana State University in Interdisciplinary Studies;
- Graduate of Teton Science Schools' Graduate Program in Place-Based Education;
- Four years as a middle and high school science teacher supporting diverse student populations including low-income students, English-language learners, and students with disabilities;

- 11 years of experience differentiating science instruction for students with an Individualized Education Program (IEP) through teaching and instructional coaching;
- Three years as a learning assistance program tutor for White Mountain School working specifically with students with disabilities.

2. Qualifications for Implementing the School Design

The co-founders are supported by a board with a breadth of experience in community outreach and education. Each member brings strong skills and together, the total team has both the commitment and capacity to deliver and implement the school foundation and design. Our board is diverse in perspective and has deep experience in both formal and informal education settings. Currently, two of our seven board members are Latinx and bilingual. We have goals of increasing Latinx membership pending authorization. Members have developed curriculum, programs, and have founded and led longstanding educational organizations. The board is representative of both our Wenatchee community and our anticipated Latinx student population. Our Latinx membership includes a real estate agent and a community health worker with deep roots as a community leader and activist. Our non-Latinx members also provide broad perspective, including a former city councilwoman; an informal educator with a wealth of educational programming experience; and a long-term resident of nearly 30 years with deep ties to non-profits, business and education. Six of our board members have had or have children enrolled in the area's two largest traditional public-school districts. Our board is well informed about what our districts are doing well and where opportunity and equity gaps exist.

Position	School Leadership, Administration, Governance	Curriculum, Instruction, Assessment	Professional Development	Cultural Competence/DEI	Family and Community Engagement	Special Populations
Principal, Jill Fineis	X	X	X	X	X	X
Board President, Rick Wray	X	X	X	X	X	
Board Secretary, Sara Rolfs	X	X	X	X	X	X
Board Member, Karen Rutherford		X	X	X	X	
Board Member, Karla Soto-Mullins				X	X	X
Board Member, Flora Fernandez				X	X	X
Board Member, Tod Treat	X	X	X	X	X	X
Board Treasurer, Tyler McGee				X	X	
Family and Community Engagement (FACE) Coordinator				X	X	X
Administrative Assistant				X	X	
Director of Finance and Operations	X		X	X	X	X

3. Knowledge of the Proposed Community

Together, our co-founders and board members have deep and wide connections to the greater Wenatchee valley.

Co-founder **Sara Rolfs** moved to Wenatchee at the age of 10 and graduated from Wenatchee High School. Since then she worked for Chelan Douglas Child Services Association (Head Start) for seven years as their health services coordinator. The majority of the families served by Head Start live in South Wenatchee, the neighborhood we hope to locate our school in. She has worked in all of the Wenatchee School District (WSD) elementary schools facilitating STEAM curriculum integration. Currently, she serves on multiple boards, including: the Wenatchee Art Education Consortium Advisory Board, the Wildfire Project, the Forest Ridge Wildfire Coalition, Pioneer Parent Teacher Organization; and is the secretary for Our Valley, Our Future Board.

Co-founder **Rick Wray** has lived in the Wenatchee Valley for a decade and has been active in the community: he has served on the boards of the Pybus Market Charitable Foundation and the Cascade Education Foundation. He has also served as a committee member for the boards of Numerica Performing Arts Center and the Community Foundation of North Central Washington and has volunteered on several committees at WSD including: STEAM, Facilities, After School Enrichment, and Washington Elementary PTSA Film Series Fundraising Committee.

Founding Principal, **Jill Fineis** moved to the Wenatchee Valley in 2012. Since then, she has served on the board of the Leavenworth Farmers Market and led the WSD K-5 STEM committee. She was the Science and Science Field Experience Coordinator for Wenatchee School District (WSD) for seven years and therefore was an integral part of the entire district, where she coached and supported every K-12 principal and science teacher.

All current board members live in the greater Wenatchee Valley. All with school-age children have enrolled them in traditional district schools. Board member **Karen Rutherford** started the very successful WSD science kit program and science field experiences more than 20 years ago, in order to provide more STEAM opportunities for students. She has also served as a Wenatchee City Council member. **Tyler McGee** has been coaching wrestling at Eastmont high school for four years, and his spouse serves on the PTO there. **Karla Soto-Mullins** is in the real estate and mortgage lending fields in Wenatchee and has worked at Wenatchee Valley College. **Tod Treat** is the current Vice President of Instruction at Wenatchee Valley College and lives in the Wenatchee Valley town of Cashmere. **Flora Fernandez** works at Columbia Valley Community Health, participates on the Wenatchee School District Parent Advisory Committee, serves on the Columbia Elementary PTO and is a founding member of the South Wenatchee neighborhood organization, Parque Padrinos. Parque Padrinos is a Latinx stewardship group helping to revitalize Kiwanis Methow Park, in South Wenatchee. This park is directly adjacent from our prospective facility; members of Parque Padrinos see Pinnacles Prep as another way to revitalize the South Wenatchee Neighborhood.

Since 2017, the founding team has interviewed hundreds of community stakeholders, hosted a dozen student focus groups, and facilitated community meetings with prospective parents. Pinnacles leaders have hosted and joined multiple neighborhood conversations and tabled at community events such as Fiestas Mexicanas and the Cherry Harvest Festival. We've also conducted a dual language community survey and piloted social-emotional learning (SEL) curriculum at a local middle school which helped influence our SEL vision.

4. Principal

Jill Fineis will be the Principal for Pinnacles Prep. Jill brings a relentless focus on equity, instructional leadership, culture building, and relevant place-based learning.

Jill served as the Dean of Students for Sterling College, in Craftsbury Common, VT. There she was in charge of all aspects of student life, oversaw the student activities committee and residential life, and served on other committees, including curriculum, safety, and administration. She created and led the faculty and staff back-to-school retreat, led weekly all-school community meetings, created and modified a discipline system with restorative justice practices and student input, and worked with residence hall supervisors to create a communication plan for hearing more student voice.

As an instructional leader in the Wenatchee School District, Jill focused professional development and coaching around equitable instruction, including increasing student discourse. At Foothills Middle School, she implemented learning walks for student discourse to close the opportunity gap. This was the only district school that saw Latinx student growth on the science state exam which decreased the gap between Latinx and White students by 13% in 2018-2019. She was a member of the WA State Science Fellows and Science Nexus Team, both overseen by Ellen Ebert, (OSPI Science, Environmental and Sustainability Director) whose sole focus was to provide equitable professional learning and instructional strategies to all teachers and students in WA State. Jill's K-12 administrative internship was at WestSide High School, Wenatchee, where she worked to implement a progress monitoring system for math and reading (Math Inventory and Reading Inventory) for teachers to have data to inform instruction and supports and for students to build goals.

Jill has been trained in Buck Institute's project-based learning design and in Ambitious Science Teaching (AST) and used those skills to co-develop North Central Washington's first regional collaborative focused on the creation of online educational resources (OER) for relevant place/project-based units. Together with the NCESD, she oversaw and coached teachers to develop priority standard bundles, units, and scales aligned to the shifts of the Next Generation Science Standards. Multiple schools in the region are currently using them with the use of their traditional science materials offered through the kit cooperative. Through her leadership, 100% of Wenatchee's middle and high school science teachers (24 middle and high school teachers) are now using the instructional shifts through these phenomena-based units. In 2018, a Washington Comprehensive Assessment style test, designed by independent consultants Kirk Robins and Tom Hawthorn, was given to Grade 9 participant and non-participant districts using the AST units. As a result, participating districts' Latinx scores (average=15.38/50) were higher than comparison districts, (average=12.0/50)—a statistically significant difference.

Jill has and will continue to receive extensive support through the WA Charters School Leadership and Design Fellowship and Strong Start programs, which provide professional development about school design, leadership, instruction, operations, finance, and compliance prior to school launch. (**See Attachment 11** for a letter of support from WA Charters.) Jill will also receive professional development on implementing Place Network curriculum and measuring student progress via the TSSPN. Lastly, Jill will receive ongoing coaching from Jeannette Vaughn, a school implementation coach from WA Charters and a former charter school principal, as well as locally from Mat Lyons, a former Eastmont School district principal and special education administrator, and Jeanine Butler, an OSPI instructional coach. See **Attachment 11** for Jill Fineis' resume.

5. Leadership/management positions not yet filled

In order to round out the leadership team with Jill Fineis at Pinnacles Prep, two other hires will be integral. The first is the Family and Community Engagement coordinator (FACE). This person will lead our student recruitment and enrollment efforts, ensuring that the school is robustly enrolled and able to thrive. The coordinator will also lead recruitment for Pinnacles Prep's Student and Parent Advisory

Councils, leadership teams representing Pinnacles Prep families. The coordinator will support our instructional staff to ensure that they are well-equipped to foster deep relationships with the families of our students. This position reports to the director of finance and operations.

The next hire will be the director of finance and operations (DFO). This person will ensure organizational sustainability by providing leadership for the organization's financial and operational functions. Their priority is to enhance and implement processes to support our expanding business activities, while ensuring excellence that is consistent with Pinnacles Prep's culture and values. The director of finance and operations will play a key role translating financial and operational data into strategic insights that inform day-to-day tactical decisions and long-term planning. The timeline for both hires is in the table below, and the job descriptions and qualifications are outlined in **Attachment 12**.

Phase	Position Timeline	Assessing Mission-Aligned Competencies	Activities
Outreach and Applicant Sourcing	FACE: June 2020 DFO: August 2020	<ul style="list-style-type: none"> • Unwavering commitment to DEI • Commitment to closing the opportunity gap • Desires to serve as a student mentor and family advocate • Commitment to open and honest collaboration • Building relationships with families and recruiting with cultural humility • Manages resources sustainably 	<ul style="list-style-type: none"> • Publish detailed job descriptions that outline key skills and competencies and share positions with local, regional, and national networks
Resume & Application Screens	FACE: July 2020 DFO: Aug 2020	<ul style="list-style-type: none"> • All the above • Growth mindset • Willingness to take a deep dive into cultural humility 	<ul style="list-style-type: none"> • Collect applications and resumes, screen with competencies
Interviews	FACE: Aug 2020 DFO: Oct 2020	<ul style="list-style-type: none"> • All the above • Professional culture of collaboration • Strength of character and effectiveness • High expectations for all 	<ul style="list-style-type: none"> • In-person interviews • Reference checks
Offer and Start Date	FACE: Offer in August; Start in September 2020 DFO: Offer in October; Start in November 2020		<ul style="list-style-type: none"> • OSPI background checks verified

Recruitment Process

We have created an inclusive process for recruitment and hiring that will give us an applicant pool representative of our community and values. This includes ensuring all of our outreach materials and application is in English and Spanish and is broadcast across our community as well as outside of Wenatchee Valley. The co-founders will leverage relationships with people on the FACE Committee and from community forums, in addition to traditional advertising. In order to source the right candidate for our FACE Coordinator, we will leverage our partnerships with Parque Padrinos and the Community for the Advancement of Family Education to source candidates with deep ties to our anticipated student population. To source candidates for the DFO role, we will look to the NCESD and the Wenatchee Valley Chamber of Commerce's Hispanic Business Council to find and prioritize candidates that reflect our student population and possess the necessary skills for business, finances, and school operations success. The co-founders and principal are responsible for these hires and will invite input from diverse stakeholders, including families and students in the hiring process.

Category 2: Organizational Plan and Capacity

Section 14: Legal Status and Governing Documents

1. Pinnacles Prep established as a Washington nonprofit corporation on January 14, 2019. On September 3, 2019, Pinnacles Prep received a determination letter from the Internal Revenue Service accepting our application for federal tax-exempt status under section 501(c)(3). Pinnacles Prep is now considered a public charity.
2. Pinnacles Prep does not own and is not affiliated with any subsidiaries. Pinnacles Prep is not involved in any other organizational or business endeavors.
3. Pinnacles Prep plans to open only one charter school in Washington State.

Please see **Attachment 13** for Pinnacles Prep's:

- Articles of Incorporation
- Proof of nonprofit status and tax-exempt status
- Bylaws
- Board chair-signed Statement of Assurances

Section 15: Board Members and Governance

1. Approach to Governance

The Pinnacles Prep Board of Trustees will provide leadership opportunities for passionate community members who are willing to volunteer their time and share their diverse talents to help actualize the mission of Pinnacles Prep. This governing body will ensure the school's academic program is faithful to the organization's vision and values and that the operational and financial systems are sound and sustainable. Rather than spending time overseeing the day-to-day operations of the school, which the internal leadership team will manage, the board establishes high expectations, focuses on high-level strategic vision, and defines the future. Simply put, the Pinnacles Prep Board of Trustees focuses on establishing and assessing desired outcomes while the school principal and her leadership team focuses on the means to achieve these outcomes.

To assist in defining these desired outcomes and identifying collaborative teams and school leaders that can successfully steward millions of public dollars each year, the Pinnacles Prep governance approach has been and will be informed by training and materials received from national charter school governance experts, BoardOnTrack—an allocation has been made in our financial plan for this support. These professional resources that have helped successfully guide governance philosophy at over 500 charter schools across the country have been foundational for Pinnacles Prep in shaping clearly articulated board structures, roles, and responsibilities.

2. Governance Structure

A founding board will govern Pinnacles Prep during the authorization and planning years. In addition to the founding board during this start-up period, two ad-hoc committees composed of board members and community volunteers, the Family and Community Engagement (FACE) Committee and the Facility Acquisition and Design Committee, have also been formed to offer an additional layer of school start-up support. Once the school's doors are open, the governing body will grow to a group of up to 9 trustees and transition from a founding board to a governing board. This enlarged board will establish strategic vision and be ultimately responsible for academic success and operational viability. This governance body will also develop and approve the annual budget and school policies. In addition to board and committee structures, Pinnacles Prep will also rely on critical stakeholder input from three advisory bodies, the Student and Parent Advisory Councils and the DEI Study Team.

Leading the governing board will be officers including president, vice president, secretary, and treasurer. Based on language in the school's bylaws, these officers are eligible to serve one-year terms. Board member terms will be for two years and are renewable for a maximum of five terms. As part of their board commitment, each member will be expected to serve on one of the following standing committees: governance, finance, development, and academic excellence. In addition to governing the school, the board will also be responsible for hiring and assessing the school's principal on an annual basis. The governing board's monthly meetings will be held in compliance with the Open Public Meetings Act and Public Records Act and all monthly meeting agendas and minutes will be posted on the school's website in a timely manner following the conclusion of each meeting. The principal will attend all board meetings and will serve as ex-officio, non-voting board member.

The principal will be the head of school and be responsible for implementing the school's mission and reporting directly to the board on all major, school-related matters. Utilizing an online dashboard tool

(see Sample Online Dashboard Portal in **Attachment 16**), the principal will present monthly reports at each board meeting reporting on progress made towards academic, financial and operational goals. The principal will also be charged with hiring, setting compensation for, supporting, and establishing evaluation protocols for all other school staff. In partnership with the Family and Community Engagement (FACE) coordinator, the principal will also be in frequent communication with the Parent and Student Advisory Councils and DEI Study Team.

3. Governing Board Composition, Powers, Duties, and Expertise

During the authorization and planning years, and per its bylaws, Pinnacles Prep will retain a founding board of 5 to 9 members, and transition to a governing board. The board will be composed of diverse, professional representatives who bring the expertise and credibility to successfully launch and then govern a sustainable, multimillion-dollar organization.

As outlined in the formally adopted BoardOnTrack's *Trustee Job Description* that each board member receives, the essential powers and duties of the governing board include:

- Determining the mission and purpose of Pinnacles Prep and keeping it clearly in focus;
- Hiring the principal and supporting and reviewing the performance of the principal annually;
- Ensuring effective organizational planning and managing resources effectively;
- Ensuring adequate fundraising resources;
- Determining, monitoring, and strengthening programs and services;
- Enhancing Pinnacle Prep's public standing;
- Ensuring legal and ethical integrity and maintaining accountability; and
- Recruiting and orienting new board members and assessing board performance.

Not wanting to duplicate the educational, operational and financial skill set of the school's leadership and instructional team, the board of trustees seeks board members with professional skill sets not represented by the paid internal teaching and administrative positions and/or skill sets that can provide oversight over the expertise of the school-based team. The organization's expertise will be broadened significantly by seeking board members from diverse constituencies and with relevant experience in the following priority areas: financial, academics, educational leadership, fundraising, governance, facilities, public relations, legal, and strategic planning.

In addition to offering individual professional expertise to help contribute to the school's success, each individual board member at both the founding and governing board level are also expected to abide by the conditions laid out in the Individual Trustee Performance Expectations document that is included in the board handbook that every new board member receives. These responsibilities include:

- Be an active advocate and ambassador for the values, mission and vision of Pinnacles Prep;
- Come prepared and regularly attend board and committee meetings;
- Plan to contribute 6 to 8 hours of volunteer service per month;
- Sit on at least one board committee as a chair or member;
- Serve in a meaningful way and participate in annual board performance self-appraisal;
- Participate in at least one fundraising activity a year and make a personal financial contribution;
- Inform the board of trustees about any potential conflicts of interest, whether real or perceived, and recuse yourself from any conversations or scenarios where a conflict may exist.

In order to maintain a high level of objectivity, avoid potential conflicts of interest, and be accountable to a community that extends beyond the school's direct constituents, the board of trustees will limit parents of Pinnacles students to one board position. In order to offer ample and consistent opportunities for feedback from critical student and parent stakeholders though, a standing agenda line item will be made available for representatives from the Student and Parent Advisory Councils as well as the DEI Study Team to address the board at each monthly meeting.

See **Attachment 16** for a full version of the Individual Trustee Performance Expectations and a complete copy of the Trustee Job Description.

4. Accountable Governance Structure

a. In order to ensure that Pinnacles Prep will be an educational, financial, and operational success, the school strives to clearly articulate the responsibilities of each individual board trustee. Generally, each board trustee is responsible for ensuring that the academic program is successful, that the organization's program and operations are faithful to the terms of its charter, and that Pinnacles Prep is a viable organization.

b. In order to evaluate the success of the school, the principal, and of board performance, Pinnacles Prep will adopt two time-tested assessment tools and processes. Starting with the principal's assessment, each year the principal and board chair will set annual whole school performance goals which are based off the school's mission; the charter contract; and student academic, social-emotional, and DEI data. Leadership goals will connect with the Pinnacles Prep performance goals. The board of trustees will evaluate the principal using the annual performance goals as well as the Association for Washington School Principals (AWSP) Leadership Framework for Principal Evaluation (see a portion of this AWSP evaluation tool in **Attachment 22.**) This rubric was selected because it aligns to the Pinnacles Prep model of data-driven instruction and measures progress towards academic, operational and financial goals. This AWSP tool also allows for the board and principal to work through a continuous improvement loop of goal setting, intermittent reflection and feedback, and finally a year-end culminating evaluation that allows for self-assessment as well as feedback from all of the principal's direct reports.

To assess the performance of the board, the BoardOnTrack Board Goals Tracker tool will be implemented and aligned with the AWSP principal evaluation framework. A sample Board Goals Tracker tool is included in **Attachment 16**. This web-based framework will allow the board and principal to set governance and management goals that align with big picture goals associated with the school's charter, meeting standards in the performance frameworks, and ensuring that mission-specific goals and program terms are being fulfilled. Living online, this transparent Board Goals Tracker tool can be accessed anytime by school leadership and any board trustees wanting to track progress towards goal fulfillment. This real-time dashboard, that not only shows stated goals but also key performance indicators, has been developed with over 100 high performing charter schools from across the country.

c. The Pinnacles Prep governance structure has been built to ensure that all stakeholders, particularly students and parents, have multiple opportunities throughout the year to share their voice and provide meaningful input and feedback. Whether this family feedback is offered formally through participation in the Parent or Student Advisory Council (see **Section 17: Advisory Bodies**) or setting up a one-on-one meeting with the principal or a board member, Pinnacles Prep is committed to building a governance culture and structure that values consistent and meaningful family and community engagement and one

that promotes transparency, two-way communication, trust, and openness.

d. Pinnacles Prep is committed to having a governing board composed of at least 50% Latinx membership, in order to be culturally responsive. This representation goal closely aligns with the projected demographics of the Pinnacles Prep student body. Whereas the current founding board falls short of this 50% figure, addressing this gap will be a priority as the board transitions from a founding to governing board. To further ensure all students that attend Pinnacles Prep succeed, regardless of background, culturally responsive practices related to diversity, equity, and inclusion (DEI) will help drive board goal setting work. To help prepare the board to facilitate their DEI-informed leadership work, they will engage in a series of workshops led by Dr. John Scott, based on his framework of cultural humility.

5. Board Member Qualifications

The Pinnacles Prep Board of Trustees realizes that the success of the school relies, in part, on a high performing, collaborative board team that brings diverse expertise and community connections. Complementing the skillset of the founding principal, the current founding board members bring an exceptional level of passion, commitment to the school's mission and vision, and an array of expertise that greatly broaden the school's capacity.

- **Rick Wray, school co-founder and board president**, is a previous founder and executive director of three education organizations and brings a wealth of knowledge around education leadership, fundraising, facilities and strategic planning. Rick is "driven to help level the playing field for all students in Wenatchee and bringing innovative new practices into the classroom."
- **Sara Rolfs, school co-founder and board secretary**, is a Wenatchee native and has spent her professional career serving the K-16 non-profit education sector as a grassroots advocate. She has tremendous leadership skillsets in governance, public relations, and strategic planning. Sara is "dedicated to elevating the quality of public education in Wenatchee and closing the opportunity gap for underserved populations."
- **Tyler McGee, board treasurer**, brings a diverse financial skillset as a CPA working for Homchick Smith and Associates. Tyler "supports Pinnacles Prep because he is passionate about serving his community and providing new opportunities for student growth and development."
- **Flora Fernandez, board member**, is a community health professional and successful community organizer in the neighborhood where the school hopes to be located. Flora is "committed to making a difference and an impact so that all students thrive in education."
- **Tod Treat, board member**, is a veteran higher education faculty member and administrator with rich experience in academics, educational leadership, and community and organizational development. Tod has served on a charter school board in another state and is committed to "advancing equitable learning outcomes in the greater Wenatchee Valley."
- **Karen Rutherford, board member**, is a retired Wenatchee City Council member and Wenatchee school district STEM leader and brings deep governance, fundraising, public relations, educational leadership, and academic skills to the board. Karen adamantly "believes that all students deserve an excellent education tailored to their needs and abilities."
- **Karla Soto Mullins, board member**, offers prior charter school board experience and a professional real estate background. As a former at-risk student and charter school graduate, Karla "believes in the value that a charter school can bring to our community."

See **Attachment 14** for board member resumes and Board Member Information forms, and **Attachment 15** for a signed Initial Background Check Certification form to verify that a background check has been initiated and will be completed within the timetable set forth in the school's charter contract.

6. Board Meetings and Committees

The founding board currently meets monthly and the governing board will continue to do so. The current board meetings are the second Tuesday of each month at 6pm. The founding board has two ad hoc committees which are the Family and Community Engagement (FACE) Committee, currently focused on building key stakeholder relationships and partnerships, and the Facility Acquisition and Design Committee, dedicated to researching, acquiring, and remodeling a future school facility.

Once the founding board evolves into the larger governing board, the committee structure will grow to support four standing committees, including: finance, development, governance, and academic excellence. Pinnacles Prep understands that in order to be successful, committee work is vital to pursue specific issue work, leaving governance board meeting time to focus on bigger picture strategic objectives. Whereas a board member will chair each committee, and each board member is expected to serve on at least one committee, committees may also be composed of non-board community volunteers with targeted expertise. To ensure consistent communication between the committees and the founding and subsequent governing board of trustees, committee updates will be a standing agenda item on every board meeting agenda. These committee updates will be provided by the committee chairs or an assigned committee member in the absence of a chair.

7. Board Ethics and Mitigating Conflicts of Interest

Currently, there are no existing or anticipated relationships between our board members and the organization that pose real or perceived conflicts if the application is approved. The instances where real or perceived conflicts of interest could arise are clearly defined in the Pinnacles Prep Conflict of Interest Policy that every board member is required to sign before beginning any governance activities. If a conflict of interest is discovered, the board member is required to recuse themselves from any conversations or decision-making regarding addressing the issue. If simple recusal is not sufficient, board members will be asked to relinquish their positions.

As an additional layer of protection to safeguard the integrity of Pinnacles Prep and its governing bodies, and to ensure compliance with all applicable local, state, and federal laws, the Pinnacles Prep board has also adopted a Code of Ethics policy. See **Attachment 16** for Code of Ethics and Conflict of Interest policies.

8. Ongoing Board Development

Board Member Selection

After establishing the critical skillsets needed for the initial founding board, the school's co-founders utilized their personal and professional networks in the Wenatchee Valley to identify prospective founding members. Once identified, the founders conducted one-on-one interviews with the candidates, collected resumes, consulted with references, and when appropriate, made position offers.

Board Member Recruitment and Orientation

As the founding board transitions to a governing board, a standing governance committee will be formed to handle all future board member nominations, solicitation, and selection. The approach will be formalized to guarantee a consistent, fair, and equitable process. Each spring the governance committee will also be charged with identifying skill set gaps and vacancies on the board and facilitating board performance evaluations. Once new board members are selected, which requires a majority vote by all

current members, the governance committee will also be in charge of conducting new member orientations and distribution of board member handbooks. Utilizing detailed board member job descriptions and performance expectations agreements, the information presented in the orientation and handbook will thoroughly outline each board member's responsibility of holding the Pinnacles Prep team accountable to its mission and helping ensure academic, fiscal, and operational success. Finally, in consultation with the school principal and board chair, the governance committee will also determine and plan the professional development that's either needed or required each year.

Board Professional Development

Pinnacles Prep is committed to continuous learning and development of its board. In order for this to occur, Pinnacles Prep has partnered primarily with the Washington State Charter Schools Association (WA Charters) to implement a variety of professional development trainings. These trainings will take place during the board's annual retreat, as part of monthly board meetings, or scheduled as independent workshop events. It is expected that all board members attend these development activities. The schedule below outlines planned trainings for the next three years.

Timetable	Training Topic	Training Provider
Authorization Year	<ul style="list-style-type: none"> Founding Board Retreat: Governance Best Practice and Recruiting, Retaining Diverse Board Members Charter Board Member 101 Capacity Interview Preparation Contract Review and Performance Frameworks 	WA Charters WA Charters WA Charters Commission
Planning Year	<ul style="list-style-type: none"> Governing with Cultural Humility & Prioritizing DEI Goal-Setting and Board Accountability Dashboard Creation Governance vs. Management Open Public Meetings Act/Public Records Act Fundraising and Fiduciary Responsibility Executive Director Accountability and Evaluation 	Dr. John Scott WA Charters WA Charters WA Charters WA Charters WA Charters
Year 1	<ul style="list-style-type: none"> Governance vs. Management 2.0 Fundraising and Fiduciary Responsibility 2.0 	WA Charters WA Charters

9. Transitioning to a Governing Board

Once the school completes its authorization and planning year, it will assume the role as Pinnacles Prep's governing board. Focusing on sustainability, the hands-on founding board will evolve from a short-term working group to a strategic body dedicated to long term operational, financial, and academic success. Individuals with strong experience in finance, development, governance, and academics will be sought out to help complete a robust governing board and a strong, effective committee structure.

10. Nonprofit Mission

This question is not applicable because the school's core mission is the operation of a high-quality charter public school.

Section 16: Organization Structure

Committed to academic excellence, high performing teams, and accountability, Pinnacles Prep has created a collaborative leadership structure to ensure success across the three critical organizational areas of academics, operations, and finances. Pinnacles Prep functions as an independent non-profit organization and is also the entity that will operate the school. Bringing together diverse voices and perspectives, the organizational structure consists of the following essential stakeholder groups:

- **Pinnacles Prep Staff Leadership** – At scale, the three keystone director level positions that will be in charge of managing the day-to-day operations of the school and guarantee academic excellence are the principal, director of finance and operations (DFO), and dean of students and culture (DSC). The principal will report to the board of trustees and will manage the DFO and DSC.
- **Pinnacles Prep Board of Trustees** – This body will govern the school and ensure the academic program and operations are faithful to the mission and values of the school and make sure Pinnacles Prep is a viable and sustainable organization. See **Section 15: Governing Board** for more details about board philosophy and structure.
- **Pinnacles Prep Advisory Councils** – These three advisory groups (Student Advisory Council, Parent Advisory Council, DEI Study Team), consisting of students, parents, community members, and faculty, will provide essential input to both staff and the board and help fulfill the school's commitments to equity and inclusion, meaningful family engagement, and student-centered learning. See **Section 17: Advisory Bodies** for more detail.

Year 1

In Year 1, as chief academic officer and head of school, the principal will manage the director of finance and operations and provide direct oversight of the instructional team consisting of core teachers, ELL and special education specialists, and community partners providing academic support. See **Section 20: Education Service Providers and Other Partnerships** for more information about these partners and their provided services. The director of finance and operations will oversee the family and community engagement (FACE) coordinator and the administrative assistant and will serve as the liaison to the local Educational Services District (ESD), which will provide back-office support. Pinnacles Prep will also contract with a consultant chief financial officer, Joule Growth Partners, who will provide strategic partnership, long-term financial forecasting, and board finance committee development support. The principal will be managed and evaluated by the board of trustees and act as the chief liaison between the school's staff and the governing board body. In addition to governance, during Year 1 and beyond, the Pinnacles Prep Board of Trustees' standing committees (finance, development, governance, and academic excellence) will also offer additional executive support to the principal and her leadership team. Lastly, the Student and Parent Advisory Councils along with the DEI Study Team will be called upon by both the board and staff to provide critical school input.

By Year 5 and Beyond

By Year 5, as the school nears capacity serving students Grades 6 through 11, the instructional team will grow proportionately, and the staff leadership team will add a dean of students and culture to be overseen by the principal. This new dean position will take over management of the family and

community engagement coordinator and the community partners. Additionally, a business and operations manager will be added to the administrative team and will be overseen by the director of finance and operations.

All of these relationships are represented visually as organizational charts in **Attachment 17** showcasing organizational structures in Year 1 and Year 5. The structure of the school will remain the same in Year 6, when the school reaches capacity.

Dedicated to place-based education, meaningful community engagement, and to nurturing civically-engaged students, the Pinnacles Prep organization structure will also rely heavily on a community partner network. While these partners will not play a role in managing the school, they are critical supplements to the Pinnacles Prep model. Some of the core community partners providing essential services and programming during both in-school and out-of-school time include:

- **Washington State Charter School Association's True Measure Collaborative (TMC)** will provide special education; English-language learner; diversity, equity and inclusion support; state and federal reporting and compliance assistance; family and community engagement strategy; and in-service professional development and coaching;
- **North Central Educational Services District (NCESD)** will provide administrative, financial, and technology services including but not limited to special education and English-language learner services, instructional support, financial management, education technology, and nursing;
- **Teton Science Schools' Place Network** will provide model curriculum resources, professional development, technology platforms, assessment tools, and a national network of schools for collaboration;
- **City of Wenatchee Parks and Recreation** at their Kiwanis Methow Park facility across the street from Pinnacles Prep will provide outdoor learning spaces and recreation and fitness facilities and homework center;
- **North Central Washington Regional Library** staff will travel to the Pinnacles Prep campus weekly to provide library services as well as out-of-school STEM and Makerspace (after school, weekend, and summer) student and family programming;
- **Columbia Valley Community Health (CVCH)** staff will set up a monthly mobile clinic on site at Pinnacles Prep and offer health care solutions to students and their families, including mental and behavioral health, vision, and dental services.

All of these strategic partners are mission aligned and will contribute significantly to Pinnacles Prep providing exceptional teaching and learning experiences for all staff, students, and families. See **Attachment 20** for Letters of Support.

Section 17: Advisory Bodies

In addition to a governing board of trustees and supporting board committees, Pinnacles Prep also plans to establish three key advisory bodies during the school's first year of operation that will allow for additional input and communication from critical stakeholder groups including parents, students, and community members. These advisory bodies are detailed below.

Student Advisory Council

The Student Advisory Council (SAC) will be composed of three students from each grade level. Recruited by the family and community engagement coordinator, and open to all students, the composition goal for this body will be to be a representative cross section of the entire student population. The council members will be recruited every September, serve single year terms, and meet four times once selected. With support from the FACE coordinator, the council will elect a chair that will be responsible for sharing council findings to the larger board of trustees. The board of trustees will expect quarterly reports but will also make board meeting agenda space available monthly if called on by the council.

Parent Advisory Council

Like the Student Council, the Parent Advisory Council (PAC) will function in a similar manner. It too will be comprised of three representative parents from each grade level, be overseen by the FACE coordinator, and will meet quarterly in the evenings. And like its student counterpart, an elected council chair will be expected to report out to the board of trustees at a minimum quarterly.

Fostering greater agency and inclusion, both the Parent and Student Advisory Councils will provide school leadership with a broader, more diverse perspective to help guide the setting of strategic priorities. Both councils' responsibilities will include, but not be limited to:

- Help establish and sustain a vibrant culture aligned with the vision and values of the school;
- Support the design and implementation of student and family communication and engagement tools and strategies, and student Code of Conduct and Discipline policies;
- Conduct stakeholder interviews and focus groups and assist with staff hiring and assessment;
- Be school ambassadors by leading experiences during activities such as: school tours, new student orientations, and summer orientation;
- Provide guidance on the school calendar, schedule, and core and supplemental programming;
- Collaborate with staff and faculty at local, regional, and statewide academic conferences;
- Assist with school fundraising activities.

DEI Study Team

With diversity, equity, and inclusion (DEI) as a core program term, and foundational to the Pinnacles Prep instructional model, the school will create a DEI Study Team as an additional advisory body. As mentioned in **Section 5: Program Overview**, the DEI Study Team will be modeled after the Seattle Public Schools' Racial Equity Team and be comprised of members from the PAC and SAC, a relevant community partner member, and at least one faculty representative. The Team will provide leadership and accountability around implementing educational opportunities, policies, and programs that further racial equity in the school. Recruited and then led by the principal, the Team will convene monthly during the first semester and then move to quarterly meetings to assess progress relative to the school's DEI Playbook (see **Section 5**) goals and provide feedback for improvement. Similar to the Parent and Student Advisory Councils, this body will have a standing agenda spot on quarterly board meeting agendas to report its findings and recommendations to the full board of trustees.

Section 18: Grievance/Complaint Process

Pinnacles Prep prides itself in a culture that values open, respectful, and proactive communication amongst all stakeholders. The school's weekly schedule is designed to promote consistent and personalized interaction between students, teachers, families, and administration, but due to the dynamic nature of operating a school, leadership understands that a clear and equitable grievance policy and procedure must be in place for times when direct communication either breaks down or is not possible. All parties have the right to know how their grievances will be resolved. The purpose of the grievance policy, created by the school's founding board of trustees, is to ensure that complaints are dealt with swiftly, fairly, consistently, and in a culturally responsive manner.

The first priority of the grievance process is for all complainants, including students, staff, families and community partners, to clearly understand their lines of communication when addressing their concerns, problems, or complaints. When addressing grievances all complaints respect confidentiality and non-retaliation and comply with all relevant laws related to but not limited to civil rights, harassment, intimidation and bullying, sexual harassment, special education, and nondiscrimination. Below is a table that identifies potential grievance areas and who should be the primary and secondary contacts to address them, should elevation of the complaint be needed.

Issue	Primary Contact	Secondary Contact
Classroom Instruction, Curriculum and Management	Teacher	Principal
School Operations and Administrative Procedures	Director of Finance and Operations	Principal
Interpersonal Conflicts: -Amongst teachers -Amongst students -Amongst parents/community	Parties Involved	Principal Dean of Students FACE Coordinator
Job Performance	Immediate Supervisor	Principal
School Leader (Principal) Performance	Board President	Appropriate State Agency
Board Policies and Decisions	Board President	Appropriate State Agency

In addition to promoting these clear lines of grievance communication, the Pinnacles Prep board meetings comply with the Open Public Meetings Act and provide a public opportunity at each meeting to directly address the board regarding any school policies, practices, and decisions.

The Grievance Process

In cases where complaints cannot be jointly resolved through clearly articulated lines of communication, a formal conflict resolution process has been designed to resolve differences in a timely, objective, and equitable manner.

1. If an internal stakeholder complaint is directed at another school employee, it will be filed with, and heard by, the principal in an expeditious process which includes:

Step 1) Documented (mail, email, handwritten) and detailed description of the grievance within ten days of the incident;

Step 2) Within one week of documentation receipt, the principal reviews materials, investigates facts; and may request party interviews or more information;

Step 3) Following all relevant fact finding, the principal provides a solution or explanation and makes a non-binding recommendation within 30 days of the documented incident concerning the nature of the complaint;

Step 4) If the aggrieved is not satisfied with the principal's recommended course of action, an appeal may be made to the board of trustees, specifically the board president.

Whereas some complaints may take over 30 days to rectify, the nature and severity of some grievances such as sexual harassment or hate speech will be prioritized and addressed immediately once reported.

2. If the complaint is with the principal or regarding a decision made by the principal, the complainant may file to the board president. Utilizing the same steps listed above, the president will confer with the board who may conduct their own fact-finding or authorize a third-party investigator on behalf of the board. The president or investigator will then report their findings to the full board for review and action.

3. Complaints against a school employee by an external party will also follow the same procedural steps led by the principal. In the event that the principal (or designee) finds that a complaint against an employee is valid, the principal (or designee) may take appropriate disciplinary action against the employee. As appropriate, the principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

To support all stages of the grievance process and to ensure all voices are heard, translation and interpreter services will be made available when needed.

The Pinnacles Prep formal grievance process is designed to offer fair and expeditious resolutions within 30 days from the filing of the original complaint. Since the board holds ultimate governance authority, the complaint process ends with their decision. However, if a complainant is not satisfied with the board's resolution, they may follow up with the appropriate state agency, such as the Washington State Charter Commission. In such cases, the school is committed to providing timely and thorough information to the secondary body and will abide by any prescribed corrective action deemed necessary.

State agencies shall not intervene in any such internal disputes without the consent of the Pinnacles Prep Board of Trustees and shall refer any complaints or reports regarding such disputes to the board president or principal for resolution pursuant to the school's policies.

This policy cannot guarantee satisfactory resolutions for all conflicts that arise at Pinnacles Prep, but its existence and processes reinforce the school's commitment to proactive, consistent, and transparent communication amongst all stakeholders without fear of intimidation or reprisal.

Section 19: District Partnerships

Pinnacles Prep is committed to partnering with local school districts across the Wenatchee Valley in order to serve all students. We also plan on working with the North Central Education Service District (NCESD) for services potentially including professional development, back-office support, special education services, federal program services, nursing, and technology support. See **Attachment 20** for a draft memorandum of understanding with NCESD.

Before beginning the charter application process, Pinnacles Prep founders met with then-current Wenatchee School District (WSD) superintendent and deputy superintendent about a strategic partnership between Pinnacles Prep and the district. At the time of the meeting, they were interested in the endeavor but were not in a position to enter into any kind of strategic partnership.

Throughout the authorization process, we have continued to stay in touch with the current superintendents of both Wenatchee and Eastmont School districts to relay our plans, share our school model vision and enrollment projections, and to create positive relationships for potential future partnerships. We hope to meet with the new school boards of both districts in order to review updates to our school model as well as address questions or concerns by current board members. We will be updating district staff regarding enrollment and potential collaborative opportunities as the school launches. We have specifically offered to present to the full Wenatchee and Eastmont School Boards and await their response.

Additionally, Pinnacles Prep and the Wenatchee School District (WSD) are co-lead partners on an action item from the Our Valley, Our Future (OVOF) strategic plan titled *Community Conversation on Educational Quality and Equity*. To fulfill this item, Pinnacles Prep founders and the Wenatchee superintendent met to design a community conversation event addressing diversity, equity and inclusion titled *Quality and Equity in Schools*, as well as to serve as a design session for Pinnacles Prep. Area superintendents were invited to a planning meeting in early January 2020, in advance of the forum, which took place in the end of January. At the meeting's end, only the new Wenatchee School District Superintendent Dr. Paul Gordon had interest in being directly involved in the conversation moving forward. On January 29, Pinnacles Prep in partnership with WSD held a "World-Café" style conversation with over 70 community members. Three questions were explored: What attributes do we want our high school graduates to have (skills, mindsets, etc.)? How does race affect the quality of a child's education? And how do we remove barriers to success so that all children have access and opportunity to a quality education? We are analyzing the data from the conversations in order to drive the next *Community Conversation*.

As a current partner with Wenatchee School District and hopefully others in the future, Pinnacles Prep will, whenever possible, remain committed to ongoing collaborative relationships, sharing data around enrollment and demographic information, and sharing best practices around DEI, SEL, and place-based education.

See **Attachment 18** for email correspondence between Pinnacles Prep and Wenatchee and Eastmont School Districts; relevant Our Valley, Our Future meeting agendas and minutes; and event flyers in English and Spanish promoting the *Quality and Equity in Schools* community discussion.

Section 20: Education Service Providers (ESP) and Other Partnerships

1. ESP for Substantial Educational Services

This sub prompt is not applicable because Pinnacles Prep does not plan to contract with an Educational Service Provider. **Attachment 19** is also not applicable for the aforementioned reason.

2. Existing Partnerships

Pinnacles Prep believes in the value of quality partnerships with mission-aligned organizations that allow for collective impact through collaboration. To this end we have established partnerships with several high-quality organizations with successful track records and deep knowledge in their content areas.

Partner	Services	Annual Fees	Timeline	Rationale
Washington State Charter Schools Association	• School Leadership and Design Fellowship	\$0	2018-2020	Technical Assistance in Application writing Charter school leadership expertise
	• Strong Start	\$500	2020-2021	Technical Assistance for planning year
	• Membership	\$5/student	Ongoing	Organizational support
Teton Science Schools' Place Network	• Coaching • Virtual consulting • Project work	\$17,400	2020 – 2023	Mission and Goal Aligned organization Proven PBE expertise
	• Virtual consulting	\$4,368	2023-ongoing	Collaboration and Networking
True Measure Collaborative	• SPED support	\$12,600	2021-2024	Technical Assistance for ongoing development SPED expertise
		\$8,600/yr.	Ongoing	
Joule Growth Partners	• Financial consultant	~\$24,000/yr.	2019-2026	Financial expertise in charter sector
NCESD	• Back office • Professional development • SPED • Federal Programs • Nutrition • Technology	Varies	2020 – ongoing	Local expertise with small LEAs

Pinnacles Prep works with WA Charters through the School Leadership and Design Fellowship which assists with application writing, guidance and refining of our school model. We plan to continue this relationship into the planning year through their planning grant opportunities and the Strong Start program in which we will receive support and guidance putting our vision into action through technical assistance and professional development services. See a draft list of Member Services to which Pinnacles Prep will have access in **Attachment 20**. The planning year fee for WA Charters membership is

\$500 and once the school is operational, the cost will be \$5.00/student. These costs have been accounted for in the budget in **Attachment 28**. There are no conflicts of interest between Pinnacles Prep and WA Charters at this time.

In order to offer outstanding and rigorous place-based projects in Year 1, we have partnered with the Teton Science Schools' Place Network (TSSPN). Pinnacles Prep is working with TSSPN for the design of our place-based school model around this framework and design principles throughout the application process. During the planning year and prior to opening, our staff will work with TSSPN coaches to refine projects for Year 1, and over the course of the first two years of operations, we will work with coaches to observe the model in action, receive feedback and coaching, and have access to place-based competencies and rubrics. See a draft MOU in **Attachment 20**. There are no conflicts of interest between Pinnacles Prep and TSSPN at this time.

In our planning year, through our partnership with WA Charters, Pinnacles Prep has an in-kind membership with the True Measure Collaborative (TMC) and once operational, Pinnacles Prep will purchase a membership for \$12,600/year. The TMC provides: technical assistance through on-site visits and remote support, professional development, a professional learning community for special education staff, and a resource library and online learning management system with trainings for staff. Professional development topics and assistance with the following topics may be utilized through TMC with our staff. See a draft list of TMC services to which Pinnacles Prep will have access in **Attachment 20**.

- **Compliance:** School Discipline, Individualized Education Plans, Special Education, 504 Plans;
- **Academic Support:** Universal Design for Learning, Progress Monitoring for Intervention, linguistically responsive instructional practices, English-Language Proficiency Standards;
- **Behavioral Support:** Data-based practices for behavioral decision making, strategic interventions for difficult behaviors in the classroom, crisis prevention and identification, promoting pro-social behavior beyond discipline; and
- **Culture and Climate:** Trauma-informed schools, leading for equity, implicit bias, strategies for building an inclusive community, and cultural humility trainings.

3. Anticipated Community-Based Organization Partnerships

A core program term of the Pinnacles Prep instructional model is place-based education. Therefore, we anticipate forging partnerships with community-based organizations in order to engage in high-quality, authentic projects. Our FACE coordinator will facilitate our partner relationships.

Established partnerships:

Organization	Partnership	MOU/LOS
Chelan Douglas Land Trust	Field students and land use for PBE	Attachment 20
Columbia Valley Community Health	School-based health center	Attachment 20
North Central Regional Library	School library; STEM and Makerspace activities	Attachment 20
City of Wenatchee	After-school homework center	Attachment 20
Apple STEM Network	Content area expertise for PBE	Attachment 3
GWATA	Content area expertise for PBE	Attachment 3
Wenatchee Valley College: MESA Program	Support for Latinx students in STEM PBE	Attachment 3

The Chelan Douglas Land Trust (CDLT) is an organization we anticipate partnering with on local projects, as they hold conservation easements on many thousands of acres in the Cascade foothills that envelop Wenatchee. Through a partnership with CDLT, we would have access to their land for study, long term ecological research projects, and hiking, as well as access to their volunteers for potential naturalist studies. CDLT is very supportive of Pinnacles Prep and looks forward to future partnerships. Potential costs have been accounted for in the Field Studies line item in our budget. Partnership will be in-kind via volunteer time, access to property, and assistance with publication of research in CDLT newsletters.

Columbia Valley Community Health (CVCH) is a mission-aligned organization who serves a similar target population. CVCH is committed to partnering with Pinnacles Prep to provide medical and dental screenings on site and to provide wraparound services to the community after school hours. CVCH is also open to having a behavioral health professional serve Pinnacles Prep students if there is enough need. CVCH is also open to periodically hosting their mobile health care unit, CVCH Connect, on the Pinnacles Prep campus to provide services for our students and for neighborhood residents. Services provided by CVCH will be in-kind or services paid for by insurance.

North Central Regional Library (NCRL) currently provides after-school programming at their satellite locations and for some traditional public schools. NCRL is excited to partner with Pinnacles Prep to provide STEM programming during after school hours and to help support our place-based education blocks by providing access to their makerspace and portable equipment. Additionally, the Wenatchee Public Library Branch of NCRL will partner with Pinnacles Prep to provide library inventory on site for our students and the neighborhood. Services provided by NCRL will be in-kind.

The City of Wenatchee (COW) Parks and Recreation Department is excited to partner with Pinnacles Prep on providing a neighborhood drop-in homework center. The COW previously had a drop-in homework center at the Community Center (our proposed facility) but has been unable to provide the services in the last couple of years. The drop-in homework center will be open to all youth, regardless of where they attend school. Appropriate paperwork to ensure parental consent and safety will be completed. Services provided by COW will be in-kind.

Apple STEM Network, Greater Wenatchee Area Technology Alliance (GWATA), and Wenatchee Valley College: MESA Program are discussed further in **Attachment 3**.

In order to realize the full potential of place-based education, Pinnacles Prep partners with many other regional CBOs who have expressed interest in creating a partnership for project work. The following is a list of local anticipated partnerships from organizations with whom we have had positive and exciting conversations about the possibilities for collaboration. See the outreach tracker in **Attachment 3** for evidence of engagement with CBOs.

Anticipated Partnerships:

Organization	Scope of Partnership
Wenatchee Valley Museum & Cultural Center	PBE specific to local history and culture
Randy Lewis, Wenatchi Tribe	PBE specific to local First People
Stage Kids	PBE and electives in performing arts
Wenatchee Valley Chamber	PBE and electives, Junior Leadership Program
Wenatchee Valley College – Center for Entrepreneurship	PBE and after school programming – Start up Studio

Organization	Scope of Partnership
Wenatchee River Institute	PBE specific to outdoor education
Evergreen Mountain Bike Alliance	After school programming
Waste Loop	PBE specific to recycling and ecology
Wenatchee Row and Paddle Club	After school programming
The Wildfire Project	PBE specific to forest ecology and wildfires
SnowSchool	PBE and after school programming
Team Naturaleza	PBE and after school programming
Wenatchee Art Education Consortium	PBE and electives in all art domains
Cascadia Conservation District	PBE specific to conservation
Parque Padrinos	After school programming
Community Action Council	Wrap around services for families
Action Health Partners	Wrap around services for families
Children's Home Society	Wrap around services for families
Wenatchee Naturalist	PBE specific to natural settings

4. Contracted Services

Pinnacles Prep plans on working with the North Central Education Service District (NCESD) for services potentially including professional development; back-office support; special education services; federal program services; and nursing and technology support. They have expertise in supporting both large and small districts of our size and they are a leader in STEM education. We plan to join their STEM cooperative so that we have access to the high-quality professional learning they offer through their STEM institute every August. See **Attachment 20** for the draft NCESD MOU.

Pinnacles Prep will also be partnering with Joule Growth Partners for CFO coaching and support. They have expertise specifically in charter and Washington compliance realms and have been coaching and supporting other new charter schools through planning and operating. No one else currently provides this level of CFO consulting support. See **Attachment 20** for sample service agreements.

5. Conflicts of Interest

There are no conflicts of interest between Pinnacles Prep any partner organizations at this time. If a conflict does arise Pinnacles Prep would follow the conflict of interest policy referenced in **Attachment 16**.

Section 21: Staffing Plans, Hiring, Management, and Evaluation

1. Planning Year Employees

Currently, co-founders Rick Wray and Sara Rolfs and founding Principal Jill Fineis are working on the Pinnacles Prep educational model, community outreach, facilities acquisition, and Washington State Charter School Application. Moving into the planning year, pending charter approval, Rick and Sara will remain on the board of trustees and three main employees will lead Pinnacles Prep planning year: the founding Principal Jill Fineis, and two new hires, the family and community engagement coordinator and the director of finance and operations, set to come on board in September and November 2020, respectively. For detailed information about each of these roles, see **Section 13: Educational Program Capacity**. Compensation for these individuals comes from the WA Charters Planning Year Grant, potential Charter School Program Planning Grant funds, and potentially the NewSchools Venture Fund. The balance will come from local fundraising efforts.

2. School-Employee Relationship

Pinnacles Prep employees are at-will employees; Pinnacles Prep creates contracts which outline the expectations of each staff member. These contracts are renewed annually based on performance and job-related requirements outlined in the contract. Employee rights, including employment procedures, are outlined in the Pinnacles Prep Employee Handbook, which articulates labor rights as required by the state of Washington.

3. Salary and Benefits

Pinnacles Prep offers competitive compensation as compared with surrounding school districts. New teacher compensation will not be based on number of years of service, but instead on evidence of closing the opportunity gap, professional skill, and competence as reflected by an abridged version of the Marzano Focused Teacher Evaluation Rubric (see **Attachment 22**). Pinnacles Prep has budgeted an annual average salary of \$60,000 for teaching staff, which is considered a mid-career range salary on local districts salary schedules.^{lxxx} However, first year teachers will be compensated at the same rate as first year teachers in local districts, at roughly \$48,000. We have also budgeted a 3% annual cost of living increase. All staff who work 0.5 FTE and above will be enrolled in the Washington State School Employees Retirement System and the School Employees Benefits Board Program to receive retirement plans and health benefits. Staff transitioning to Pinnacles Prep from a district setting can seamlessly transfer within these systems. In addition to the salary table found in the Budget Workbook in **Attachment 28**, Pinnacles Prep offers employees the opportunity to build an innovative community school with like-minded colleagues and commits to supporting their professional development.

4. Recruitment

Pinnacles Prep seeks diverse, mission-aligned candidates who hold Washington State 6-12 teacher certifications, and who have closed opportunity gaps with an at-risk student population. We will use a multi-pronged networking and marketing strategy to attract top talent from June 2020 to May 2021, which includes:

- Broadcasting open positions in English and Spanish radio to our local community and through print ads in the *Wenatchee World*, which are forms of media that many English and Spanish-speaking Wenatchee residents use
- Leveraging the networks of the board of trustees, the Family and Community Engagement Committee, and participants in our community forums to source candidates from local community
- Advertising on Pinnacles Prep's website and social media

- Posting jobs on the Rural Alliance, WA Charters, the National Alliance for Public Charter Schools, Bluum, and other charter support organizations' websites, in order to attract candidates that have worked in a rural and/or charter school setting before
- Sharing openings with our community partners, such as Parque Padrinos and the Community for the Advancement of Family Education, to pass along the application within their networks to attract bilingual candidates and candidates of color
- Sharing open positions with the Wenatchee Valley Chamber of Commerce's Hispanic Business Council, in order to attract candidates that are representative of our anticipated student population
- Posting on job boards for state universities' education departments, such as Central Washington University and Heritage University, which graduate high numbers of teachers of color in Washington and the Teach for America Alumni Job Board, which also has many educators of color^{lxxxi}
- Sharing open positions with the Teton Science Schools' Place Network and Big Picture Learning Network to advertise and share with other partners, in order to attract teachers with place-based education experience.

Below is a recruiting and hiring timeline and strategy for ensuring that teacher candidates align to our desired competencies:

Phase and Timeline	Assessing Mission-Aligned Competencies	Activities	Potential Collaborators
Outreach and Applicant Sourcing July 2020-ongoing	<ul style="list-style-type: none"> • Unwavering commitment to DEI • Unwavering focus on closing the opportunity gap • Focus on interdisciplinary teaching in a place-based education model • Comfort with transparent and public data sharing • Commitment to open and honest collaboration with others • Desires to serve as a student mentor and advocate • Comfort with comprehensive human development model of sharing circles with students and staff 	<ul style="list-style-type: none"> • Publish detailed job descriptions that outline key skills and competencies that are we are seeking and share positions with local, regional, and national networks 	<ul style="list-style-type: none"> • Principal • Board of Trustees • Community Partners • Family and Community Engagement Coordinator (FACE)
Resume and Application Screens July 2020 - December 2020	<ul style="list-style-type: none"> • All the above • Student achievement results and instructional effectiveness • Classroom culture building • Growth mindset • Willingness to take a deep dive into cultural humility work 	<ul style="list-style-type: none"> • Hold teaching position information sessions • Collect applications with essay questions • Collect resumes 	<ul style="list-style-type: none"> • Principal • Co-Founders • Director of Finance and Operations (DFO)
Live/Video Interviews January	<ul style="list-style-type: none"> • Data-driven instruction • Standards-based lesson planning • School and classroom culture • Teacher effectiveness – closing 	<ul style="list-style-type: none"> • Conduct live/video interviews • Schedule in-person interviews 	<ul style="list-style-type: none"> • Principal • Co-Founders • DFO • FACE

2021	<ul style="list-style-type: none"> opportunity gaps High expectations for all 		
Finalist Interviews: Core Certificated Faculty February 2021	<ul style="list-style-type: none"> Effective core instruction Place-based education Academic rigor Professional culture of collaboration Intervention and differentiation Developing meaningful relationships with students and families in our community 	<ul style="list-style-type: none"> In-person interviews with demo lesson plan Reference checks Offers made OSPI certification, fingerprinting, and background checks verified Offer letter finalized 	<ul style="list-style-type: none"> Principal DFO FACE Co-Founders Community Stakeholders
Finalist Interviews: Certificated Specialists Interviews March 2021	<ul style="list-style-type: none"> Effective intervention and differentiation Standards-based lesson planning Academic rigor Professional culture of collaboration 	<ul style="list-style-type: none"> In-person interviews with demo lesson plan Reference Checks Offers made OSPI certification, fingerprinting and background checks verified Offer letter finalized 	<ul style="list-style-type: none"> Principal DFO FACE Co-Founders Community Stakeholders
Finalist Interviews: Non-Certificated Staff April 2021	<ul style="list-style-type: none"> Professional culture of collaboration Strength of character High expectations for all Personal effectiveness 	<ul style="list-style-type: none"> In-person interviews Reference checks Offers made OSPI fingerprinting and background checks verified Offer letter finalized 	<ul style="list-style-type: none"> Principal DFO FACE Co-Founders Community Stakeholders
May 2021	Fully Staffed		

Key Selection Criteria

In the timeline above, we outline the key competencies that we use to evaluate the strength of a teacher's capacity and commitment toward our mission and vision. Competencies will be translated to a hiring rubric that will be used to assess candidates through the hiring process. We have designed an outreach plan that places a priority on hiring staff who are bilingual, can show evidence of closing the opportunity gap, have a positive track record of working with Latinx and low-income students and families, and have the skills to execute our program terms centered on DEI, SEL, and PBE.

Background Checks

Per Section 12.4 of the Charter School Contract and all corresponding RCWs, Pinnacles Prep will obtain and retain copies of fingerprint and background checks (record checks) through the Washington State Patrol criminal identification system and through the Federal Bureau of Investigation before hiring an employee or allowing contractors on school premises when the employee, board member, or contractor will have unsupervised access to children. Volunteers will undergo the Washington State Patrol WATCH clearance process. The principal, or the director of finance and operations once cleared and hired, will monitor all compliance of this policy. The board chair will monitor fingerprinting and background clearance of the principal.

Inclusive hiring practices

In order to ensure an inclusive hiring process that reflects our own commitment to DEI and cultural humility, we include our mission, vision, and values on the job description, as well as salary ranges. This way, candidates know from the start whether the job will work for them and their family. Then, we give candidates ample time to prepare for the interview by giving critical mission-aligned questions ahead of time. On interview day, we create group problem-solving and collaboration opportunities in order to see a more holistic skill set; we ask every candidate what they need from us ahead of teaching a lesson, so they have everything they need for the interview process. Additionally, we invite community stakeholders (Pinnacles Prep students, and families after the planning year) to observe candidates' lessons and serve on interview panels in order to get community and stakeholder feedback, which is critical to mission and vision.

Teacher Efficacy Assessment

Each candidate will submit a standards-based lesson plan with a learning goal and scale and then teach that lesson to a group of students. The principal will evaluate the performance using Marzano's Teacher Evaluation Rubric for Criterion 1,^{lxxxii} which centers on high expectations for student achievement, specifically targeting typically underserved populations. The performance on this lesson will help our team not only make recommendations for hiring purposes but also compensation as well. Furthermore, for any candidates that takes a position with Pinnacles Prep, this assessment provides diagnostic information about the teachers' strengths and gaps and enables teacher coaching to take effect immediately. See **Attachment 21** for a full staffing list for Years 1-5.

5. Retention of High-Performing Teachers

We see high-performing teachers as critical to achieving the mission and vision of our school. We need excellent teaching in order to close the opportunity gap, bolster student agency, and create a robust staff culture persistently pursuing high-expectations and excellence. Furthermore, our mentorship and looping program elements rely on teachers remaining at the school to build relationships with students over multiple years. Our commitment to DEI practices includes a commitment to retaining staff of color, who are critical to the success of students of color.^{lxxxiii} The DEI Study Team will track data related to retention to staff of color and analyze for trends. In the 2019 Teach Plus and Education Trust report *If You Listen, We Will Stay*,^{lxxxiv} educators of color cited several solutions that could keep teachers of color in the workforce, and Pinnacles Prep seeks to put them into practice and commits to continuous listening, learning, and improving.

<i>If You Listen, We Will Stay</i> Recommendations	Pinnacles Prep's Teachers of Color Retention Practices
Schools should be places that culturally affirm teachers of color, where the goals and values of the school match up with the goals and values of the teachers.	Pinnacles Prep's mission to close the opportunity gap for students in South Wenatchee drive every decision at the school. This is communicated regularly, and the teacher hiring process centers alignment to this mission.
Schools should be places that affirm a teacher's humanity and racial identity, allowing teachers of color to feel free to be their authentic selves.	The DEI Study Team, comprised of a diverse range of stakeholders, is charged with regularly assessing and reporting on the teacher retention, school environment, policies, and procedures for bias and representation to ensure that the school is a place where all see themselves. Data collection may include teacher surveys to understand educators' sense of belonging.
Principals should create schools	Our place-based education approach enables teachers to think

where they empower and invest in teachers, by providing pathways to leadership, informal and formal opportunities for mentorship, and the freedom to tailor teaching to the population of students in the classroom.	creatively about how to adapt TSSPN projects to our local context, their own, and to students' passions. Pinnacles Prep seeks to elevate teachers into leadership roles as the school grows.
School leaders should place a premium on building a schoolwide family where it's easy to build relationships, find a mentor, and hold each other accountable.	Compass staff circles are designed to build trust, community, vulnerability, and mutual accountability. The principal is tasked with leading and modeling this culture and seeking feedback about how well she is doing it.
District leaders need to make retaining teachers of color a priority by emphasizing methods of compensation for the extra work these teachers take on, and prioritizing hiring and placement of teachers of color to build cohorts and reduce isolation.	Board, leadership, and staff participate in workshops about cultural humility, which begin with a process of introspection and then requires an external examination of policies and procedures. DEI work is everyone's responsibility, formally included on job descriptions, and informally discussed across the team regularly. Teachers will be asked to give feedback about workload and the hiring process to review for bias or barriers to other teachers of color joining the staff.

Deeply tied to the focus on retaining teachers of color, Pinnacles Prep is focused on retaining teachers that are successfully closing the opportunity gap. High-performing teachers are “irreplaceable” as a TNTP Report, *The Irreplaceables, Understanding the Real Retention Crisis in America's Urban Schools*,^{lxxxv} refers to them. An “irreplaceable” teacher provides a more engaging learning experience for students, while getting outstanding academic results. These teachers influence students for life, and we know that their talents make them an invaluable asset to our school culture. Therefore, it is critical that we retain high-performing teachers. The TNTP report outlines eight strategies to keep high-performing teachers; teachers who experienced just two of them planned on staying up to six years longer. Retention strategies Pinnacles Prep uses weekly are aligned to the TNTP Report's *Eight Highly Effective Teacher Retention Strategies* below. Items one to three are core practices at Pinnacles Prep, which receive professional development as outlined in **Section 22: Professional Development**.

1. **Provide teachers with regular, positive feedback:** Pinnacles Prep's principal consistently gives teachers positive feedback during weekly observation feedback.
2. **Help teachers identify areas of development:** Principal observes instruction weekly using the Get Better Faster^{lxxxvi} scope and sequence. Weekly coaching develops skill gaps using the See It-Name It-Do It protocol.
3. **Give critical feedback about teacher performance, informally:** The principal leads Compass circles at staff meetings to develop a culture of vulnerability and growth. A culture of informal feedback to maintain high expectations for all is cultivated for staff and the leadership team.
4. **Recognize teacher accomplishments publicly:** A staff member is recognized for their accomplishments every Monday morning at Community Meeting. Additionally, staff are recognized during staff Compass circles, at Exhibition nights, and in newsletters to parents and community.
5. **Inform the teacher that they are high performing:** The purpose of weekly observations and feedback by the principal is to identify skill gaps, but also areas where the teacher is excelling and growing on coaching rubrics. Strengths and gaps are identified weekly.

6. **Identify opportunities or paths for teacher leadership roles:** As Pinnacles Prep grows, high-performing teachers will be asked to step into leadership roles that need to be filled as the school grows, such as dean of students and culture, to maintain talent and critical school culture capital.
7. **Put teachers in charge of something important:** Teachers who show exceptional skill will lead staff circles, important committee work, or become department or grade-band leads.
8. **Provide teachers with access to additional resources for their classroom:** The nature of our place-based approach and partnerships constantly brings outside resources to teachers. Where the budget allows, we always prioritize good instruction and getting teachers additional resources.

6. Terminating School Personnel

If an employee cannot meet the expectations of the role for which they are hired, termination may result. Any staff who has performance concerns, when appropriate, will have an opportunity for improvement including an action plan, timeline, and performance indicators, per the decision of the staff member's manager. Steps for teacher evaluation and feedback are outlined in sub prompt 8 below. If a staff member is not making progress toward goals and closing their skill gaps by the end of quarter three, and it is determined that the staff member is unwilling or unable to make growth and progress as outlined in the evaluation and feedback process, termination will ensue. Termination guidelines will be outlined in the Pinnacles Prep Staff Handbook.

7. Evaluation of the School Leader

Each year, the principal and the board chair will set annual whole school performance goals which are based off the school's mission; the charter contract; and student academic, social-emotional, and DEI data. Leadership goals will connect with the Pinnacles Prep performance goals. Each year, the board of trustees will evaluate the principal using the annual performance goals as well as the Association for Washington School Principals (AWSP) Leadership Framework for Principal Evaluation in **Attachment 22**. This rubric was selected because it aligns to the Pinnacles Prep model of data-driven instruction and measures progress towards closing the opportunity gap. All of the eight AWSP criteria align well with components of the Pinnacles Prep model that we will monitor. They include: Creating a Culture; Ensuring School Safety; Planning with Data; Aligning Curriculum; Improving Instruction; Managing Resources; Engaging Families & Communities; and Closing the Gap. The AWSP Framework requires our founding principal to have a deep competency in disaggregating and analyzing data in order to investigate barriers that contribute to the gaps in opportunity and achievement among student groups.

To align further with the values of Pinnacles Prep, key stakeholder feedback will be considered for the principal evaluation. The Student Advisory Council (SAC) will provide feedback using select ASWP criteria from subsections of Creating a Culture and Ensuring School Safety at their quarterly meetings. The Parent Advisory Council (PAC) will provide feedback using select ASWP criteria from subsections of: Creating a Culture, Ensuring School Safety, and Engaging Families & Communities at their quarterly meetings. Faculty will provide feedback for select ASWP criteria from subsections of: Creating a Culture, Aligning Curriculum, and Improving Instruction. Multiple checkpoints throughout the year will ensure progress is being made toward schoolwide goals:

- **Weekly:** The principal, director of finance and operations, and family and community engagement coordinator make up the school leadership team. They meet weekly to monitor goals that align to monthly targets.
- **Biweekly:** The Pinnacles Prep leadership team use an adapted version of the Uncommon Schools Culture rubric found in **Attachment 22** to monitor school culture.
- **Monthly:** Each month, the board chair and principal review school data to monitor progress toward annual goals and prepare for the presentation of data at the upcoming board meeting.

- **Quarterly:** At quarter's end, faculty, PAC, and SAC provide feedback to the principal based on criteria from AWSP. Feedback is provided via anonymous online surveys.
- **Academic Year End:** The board chair and academic excellence committee review performance and stakeholder data to complete AWSP evaluation for the principal. The board chair meets with the principal to give the performance review. The board chair and academic excellence committee bring a recommendation to the full board as they decide about the Principal's contract and salary each June. If the contract is renewed, goals are established for next year.

8. Evaluation of Teachers

Pinnacles Prep faculty understand that effective teaching is a critical lever in closing the opportunity gap and prioritizes a culture of observation and reflection. We utilize the Marzano Teacher Evaluation Framework (MTEF) as a guide for teachers because it is evidence-based and has a focus on learning targets and scales. Utilizing learning targets and scales for success criteria is critical to our place-based and competency-based model. During our staff summer institute, all teachers are trained on the MTEF and set goals with the principal for their Professional Growth Plans (PGP). Once goals are set, teachers work with the principal to monitor action plans to ensure that progress is made in each area.

Although courses at Pinnacles Prep utilize blended methods, direct or explicit instruction is a critical element of the blended classroom. Teachers lessons should be carefully constructed and include standards to be addressed, learning targets for each standard, and guided and supported practice through blended techniques and teaching at a brisk pace to allow more content to be covered, all the while giving students increased opportunities to respond, thereby enhancing student engagement.^{lxxxvii}

In order to make important progress toward effective explicit instruction, classroom management, and the MTEF, all teachers are coached weekly by the principal using the Uncommon Schools Get Better Faster (GBF) scope and sequence, which is found in **Attachment 22**. The GBF tool pairs well with the MTEF in that it provides the principal with a sequence of concrete moves to find and articulate gaps. Teachers receive specific feedback from observations using the See It-Name It-Do It protocol embedded in the GBF which facilitates the pinpointing of specific skill gaps. Teachers are observed the next week for progress toward skill gap closures. These coaching sessions help teachers gain proficiency toward effective instruction outlined in the MTEF, which is used to evaluate teacher growth. The teacher evaluation process is as follows:

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

Section 22: Professional Development

1. Core Approach

Pinnacles Prep considers high-quality, research-based professional development (PD) to be foundational to the success of our school. PD drives not only student learning, but also supports recruitment and retention of high-performing teachers.^{bxviii} Therefore, every faculty member at Pinnacles Prep creates a Professional Growth Plan (PGP) with the school principal at the beginning of the school calendar. The PGP has three SMARTE (Specific, Measurable, Actionable, Relevant, Time-bound, and Equitable) goals. These include schoolwide goals related to DEI, SEL, and PBE; professional goals related to the TSSPN model; and a continuous improvement goal related to student performance.

In order to create instructional practices that will be effective with our student population, we create PD experiences for the PGP that mimic the same culturally responsive practices from Zaretta Hammond's work with students. This includes using authentic student data—academic, social, or behavioral—as the context for the PD, which is empowering for teachers and creates commitment because of the direct relevance to what they are seeing in their classrooms. Pinnacles Prep staff use the See It-Name It-Do It approach from *Leverage Leadership 2.0*^{bxix} as the main tool for continuous improvement. Coaches and PD providers guide teachers to improve instructional techniques through:

- **See it:** Show exemplars and identify gaps between current practice and exemplar
- **Name it:** Name an action step to improve practice and define when it will take place
- **Do it:** Plan for practice, practice the action step with the group or coach, and schedule a follow up with the coach to see it in action with students

The following core components drive professional learning and growth on the PGP at Pinnacles Prep:

- **Summer Staff Institute** – Four weeks of professional development prior to the opening of the school (and three weeks in subsequent years) which orients faculty to the culture and systems that make Pinnacles Prep a high-performing school (see **Attachment 23** for detailed schedule).
- **Weekly Observation-Coaching Cycle** – Faculty classrooms and instruction are observed and coached weekly using the Get Better Faster tool. This provides feedback on professional goals related to the Marzano Teacher Evaluation Framework.
- **Quarterly Staff Professional Learning Days** – Each quarter we dedicate a full day to professional learning using the schoolwide data collected from i-Ready, formative and summative assessments, as well as any behavior, DEI, or SEL survey data from the previous nine weeks. We then use that learning to adjust instruction or systems.
- **Weekly Staff Data Meetings (DM)** – Each week, content and grade level teams have a chance to answer the four Data Meeting questions: What will students learn? How will we know they learned? What will we do if they don't? What will we do if they already know it? See **Section 23: Performance Framework** for more detailed information.
- **Weekly Monday Morning Staff Sessions** –The school principal, teacher-leader, or outside professional facilitates a 90-minute PD session, centered on schoolwide priorities of SEL, DEI, and PBE.

Through the above core components, teachers are trained to effectively implement the following essential design elements:

Cultural Humility: We ground all PD in our core values and commitment to diversity, equity, inclusion, and cultural humility. In order to address cultural humility in our PD, we are conducting a book study of Zaretta Hammond's book, *Culturally Responsive Teaching and the Brain*. The book study will be kicked off at our summer institute and a chapter will be read and discussed as the first item on every day's agenda in order to frame all the work we do around cultural humility. In order to address inclusion, we will look at our student population data and demographics and assess our own skill gaps in working with special populations and students identified as at-risk. We will then take inventory of these gaps and each staff member will write a specific, measurable, achievable, realistic, timebound, and equitable (SMARTER) goal for their skill gap. This will become the faculty member's Equity goal which is part of their Professional Growth Plan (PGP).

Social-Emotional Learning: Teachers will learn their role as a mentor and get PD on our Valor Compass comprehensive human development model achieved through circle time during the summer institute and then Monday mornings thereafter.

Foundations Courses: The instructional practice we will use in our competency-based foundations courses (math, science, humanities) are blended learning rotations. Competency-based learning and blended instruction are designed to increase agency and allow students to take control and monitor their own learning in an authentic way. Teachers will conduct a blended learning book study throughout the year and implement strategies in their classroom weekly. Weekly coaching from the principal will be centered around these blended-learning instructional routines and supports. In order to fully achieve high-quality competency-based structures, we will take a deep dive into the learning targets and scales^{xc} for our priority standards during summer staff institute.

Place-Based Education: Instructional practices influencing our place-based education time are based on a framework established by our partner organization the Teton Science Schools' Place Network (TSSPN), which believes in "a learner-centered model supported by a high impact, high-accountability competency-based learning continuum." The Place Network conducts two 2-day in person workshops each year, one during summer institute and the other at the end of the first semester during a full release day. Three virtual workshops occur during Monday morning PD, and support from TSSPN happens during Data Meetings.

Data Collection and Analysis: Data drives the professional development that we give to teachers and our approach to teaching and intervention. Pinnacles Prep focuses on specific sources of data to ensure a wholistic perspective on school health and to focus on critical leading indicators of student and school success. The specific data that we will center staff around includes:

- Academic data: Common formative and summative assessments, i-Ready, Science MAP Assessments, and Smarter Balanced Interim Assessment Blocks, which show alignment to Smarter Balanced Assessment
- Behavior: Office referrals and PBIS data
- Culture and climate data: Quarterly student and parent surveys and student growth toward Compass habits

It is critical for teachers to feel confident about reviewing student data and to use it to build rationale for their next steps with students. Weekly data meetings are structured so that teachers will be expected to come to the data meeting with the standard/competency exemplar and the gaps they are seeing, along with the student work sorted in high, medium, and low piles. This pre-work sets up the weekly data meeting to be run most efficiently and get to the heart of the gaps in student understanding and plan for the reteach or small group intervention strategy. Quarterly data days will follow the same format but will attend to schoolwide academic, behavior, and social-emotional data collected throughout the quarter.

2. Professional Development Schedule

Pinnacles Prep's daily schedule and annual calendar are designed to support professional learning. Each year, our data-driven PD program includes:

- 24 full days dedicated to PD = 192 hours
 - 20 full days before the start of the school year
 - 3 full days during the school year
 - 1 day after the last day of school
- 30 late-start Monday sessions dedicated to PD = 45 hours
 - 90 minutes prior to the start of school every Monday
- 180 collaboration opportunities embedded into teachers' weekly schedules = 162 hours
 - Our staffing structure supports our PD schedule, in which Data Meetings occur on average for 45 minutes every single day throughout the entire school year, while students are in PEAK.

Over the course of a given school year our faculty participate in approximately 399 hours, the equivalent of 49 days, of staff development.

3. Professional Development Delivery

The school principal will build the PD plan for the first two years. Thereafter, it is executed by the principal and teachers with expertise in topic areas. In addition to the school leader leading PD for the team, we use our collaborative partners and other trained curriculum providers to provide the bulk of our professional learning opportunities. The table below articulates PD delivery expertise and focus.

Responsible for PD	Internal or External	Focus	Expertise
Jill Fineis, Principal	Internal	School culture Teacher coaching and Data Meeting structure	Previous Wenatchee School District Science Coordinator and coached K-12 Science teachers
TSSPN	External	Place-based education	Supports a network of 12 schools in place-based education

Responsible for PD	Internal or External	Focus	Expertise
North Central Educational Service District	External	Operations, finance, compliance reporting	Supports 29 local education agencies in the region
True Measure Collaborative (TMC)	External	Special education, ELL support, Universal Design, and DEI	The TMC is comprised of organizations that hold expertise in each of these areas
Principal	Internal	Social-emotional learning - Valor Compass	Will be receiving training by a network that supports schools implementing circle work across the nation.

See **Attachment 23** for a detailed description of the professional development that will take place prior to school opening.

Section 23: Performance Framework

1. Assessments

Pinnacles Prep has a data-driven culture that meets each student's needs to ensure we provide targeted interventions and support. We track student progress towards our academic performance goals, including mission-specific goals, by monitoring student progress towards mastering grade-level priority standards. We use diagnostic, formative, and summative assessments and administer all state-required assessments for each grade level we serve. Additionally, we administer the ELPA21 for all English-language learners.

Formative Assessments

The most important assessments we give are from i-Ready and teacher-created formative assessments for priority standards. These assessments are critical to our educational program not only because they demonstrate effectiveness of instruction in our Foundational and PBE courses, but also because they inform interventions and enrichments for PEAK time, so that student growth can continue to accelerate as a result of these supports. i-Ready assessments are aligned to Common Core Standards for Math and ELA, which are aligned to Washington State standards used at Pinnacles Prep. Overall student growth of more than one year on these assessments, particularly for students that come to Pinnacles Prep behind grade level, is critical to closing the opportunity gap that Pinnacles Prep seeks to address.

Summative Assessments

Summative assessments provide critical data about student performance at grade level, and this data is important to understand students' level of preparation for college-level content. Preparing students for college is a core piece of Pinnacles Prep's mission. According to 2019 Smarter Balanced Assessment Consortium (SBAC) data from the Washington Office of the Superintendent for Public Instruction, 54% of Grade 8 students from Wenatchee School District scored proficient on English language arts exam and 38% scored proficient for math. There is much ground to cover to ensure all students are performing at or above grade level; therefore, we set our SBAC performance goals outlined in the table below to be rigorous yet realistic. Rainier Prep, a charter middle school in Burien, Washington, with similar demographics to those Pinnacles Prep anticipates serving of Latinx students (43%), English-language learners (22%), low-income students (79%) and students with disabilities (11%), obtained 68% proficiency with Grade 8 students in ELA, and 63% in math. Pinnacles Prep's Washington Comprehensive Assessment of Science outcomes are benchmarked against the WCAS results of Summit Olympus, a charter school in Washington, with a comparable project-based model to Pinnacles Prep.

Middle School and High School Assessment Performance Goals			
Subject/Standard	Diagnostic (Beginning of academic year)	Formative (Throughout academic year)	Summative (End of academic year)
Humanities (Reading, Writing, Social Studies) WA K-12 ELA and Social Studies Learning Standards (WSLS)	<ul style="list-style-type: none">i-Ready	<ul style="list-style-type: none">i-Ready ELAStudent workLexiaExit ticketsQuizzesSmarter Balanced Interim Assessment Blocks (IABs)	<ul style="list-style-type: none">SBAC: By the end Grade 8, at least 70% of students will meet or exceed proficiencySBAC: By Grade 10, 70% of students will be proficient on ELA SBACi-Ready: At least 90% of students will meet their i-Ready Goal

Math WSLS	<ul style="list-style-type: none"> • i-Ready 	<ul style="list-style-type: none"> • i-Ready Math • Student work • Exit tickets • Quizzes • SBAC IAB 	<ul style="list-style-type: none"> • SBAC: By the end Grade 8, at least 60% of all students will meet or exceed proficiency • SBAC: By Grade 10, at least 60% of students proficient on Math SBAC • i-Ready: At least 90% of students will meet their i-Ready Goal
Science WSLS	<ul style="list-style-type: none"> • NWEA MAP Growth Science (6-8) • Grade 8 WCAS (9) • Baseline data gathered via unit pre-assessments 	<ul style="list-style-type: none"> • NWEA MAP Growth Science • Student work • Exit tickets • Quizzes 	<ul style="list-style-type: none"> • Washington Comprehensive Assessment of Science (WCAS): By end of Grade 8, on average, 70% of all students will meet or exceed proficiency on WCAS • 75% of students will meet their NWEA MAP growth goal in science • WCAS: By Grade 11, at least 70% of students proficient on WCAS
Place-Based Education TSSPN Competencies	<ul style="list-style-type: none"> • Baseline data gathered via Project Rubrics 	<ul style="list-style-type: none"> • Project Rubrics 	<ul style="list-style-type: none"> • Project Rubrics: By end of Grade 8, 95% of students will have designed, implemented and presented their own culminating passion project to the community, demonstrating mastery on identified standards and competencies • Project Rubrics: By Grade 12, 100% of students will have designed, implemented and presented their own culminating Final Summit passion project to the community, demonstrating mastery on identified standards and competencies

2. Measurement and Evaluation of Academic Progress

Throughout the school year

Using assessments aligns with our aim to use data to drive instruction in order to honor the promise to families that we will prepare each student for success in college, career, and their community. Pinnacles Prep administers the norm-referenced assessments outlined in the table throughout the year. The data is disaggregated by student cohort and shared with students' mentors. Mentors then review the data with students during advisory and scores are added to the ILP, and families are notified. An overall report with scores by student cohort is given to the board of trustees after each assessment by the principal.

We use the Curriculum Associates i-Ready Assessments to pinpoint students' strengths and knowledge gaps in math and English language arts at the sub-skill level. A diagnostic is given at the beginning of the

year, prior to any instruction. The i-Ready assessments serve to group students for targeted intervention and supports during PEAK time and help our faculty spot trends across student groups. We give it quarterly thereafter (November, March, and June) and all faculty, including special education and ELL intervention specialists, review it for growth monitoring and to ensure a response to our targeted intervention. The data from i-Ready will be shared with the student and their family in their ILP.

We use the Northwest Evaluation Association MAP Growth Science assessment to measure student progress toward Science WSLS. Science MAP will be administered twice annually. Data is used primarily to help science teachers plan instruction and small group interventions. Data is shared with the students and their family.

We use the formative assessments outlined in the above table, to help us measure student growth toward meeting WSLS and Place Network competencies. Performance on formative assessments is used to personalize learning and help teachers create lesson plans for the blended learning environment. Teachers examine weekly formative assessment data to know whether students are making progress toward learning targets. Depending on the quality of the student work, teachers will adjust station rotations, and explicit instructional routines based on student responses to formative assessments (e.g. exit tickets, quizzes, etc.). The results also help special education and ELL intervention specialists plan their instructional approach in PEAK as well as for reteaching opportunities.

The board of trustees will review interim and summative academic data that is disaggregated by student subgroup (e.g. Latinx, low-income, ELL, and students with disabilities) throughout the school year as part of its performance management dashboard. The principal will present it to the board as part of their monthly update and share updates about program shifts if performance gaps are evident between subgroups.

End of academic year

At the end of each academic year, we use summative assessments to show overall performance for the year. Students and faculty will have the opportunity to choose summative artifacts to include in a learning portfolio, which will follow our students through their time at Pinnacles Prep. Summative assessments include end-of-unit assessments, PBE projects, and passion projects. Students will also take the SBAC and WCAS in order to show proficiency on grade-level standards. End of academic year data is shared with mentors, families, and faculty at the end of each school year. Finally, Pinnacles Prep will publish an annual report for all stakeholders to view, which includes academic growth and proficiency data.

End of charter contract term

At the end of the charter contract, we use growth on academic data from SBAC and WCAS as well as the Pinnacles Prep summative assessments to show overall performance and growth for the term of our contract. For assessment of program terms, we examine effectiveness of integrated diversity, equity and inclusion practices using the Panorama Equity and Inclusion Survey. For assessment of SEL growth, we monitor Compass competencies acquired by students. We use passion project completion rates to show effectiveness of place-based education.

3. Data Collection

The principal is responsible for overseeing the school's academic progress monitoring, as she has extensive experience analyzing science assessment data for the School District of Wenatchee and using it to drive continuous improvement for schools. This includes determining the process around collecting

and analyzing data and choosing the systems we use to do so. A staff member will be chosen as an assessment coordinator, who will support the administration of all state-required exams; our board of trustees has education experts who can help to inform the team's decision-making in this area. The ELL and special education specialists will also support with data collection for their specific student groups, particularly as the school adds grades and grows in student size.

Weekly Data Meetings

Each week, content area teams have data meetings to analyze an assessment (interim, formative or summative). Data meetings are the primary method in which faculty engage in data collection and analysis. We use and establish meeting structures in order to have strong evidence-based action planning around student data, including looking at disaggregated cohort data of students meeting proficiency toward standards, Compass habits, and TSSPN competencies. Data meeting structures include: a year-long meeting schedule; use of protocols and pre-work expectations for effective analysis; and a thorough system for regular collection of high, medium, and low samples of student work. Faculty practice using anchoring exercises during Monday late-start meetings to ensure that common assessments are scored consistently, and to a specific level of excellence.

The principal leads data meetings for the first quarter to ensure consistency and adherence to protocols. Teachers manage the data meetings thereafter with help of the principal as needed. Teachers are expected to bring student work in order to examine level of work against an exemplar and make necessary curricular or instructional adjustments. Grade-level common formative assessments (exit tickets, student work, etc.) are used to understand proficiency toward a priority standard or TSSPN competency. At times, weekly data meetings examine i-Ready or Smarter Balanced Interim Assessment Block data. Special education and ELL specialists join these meetings, which are used to assign students to the proper intervention or extension groups during PEAK as well as examine the efficacy of the current intervention.

Quarterly Data Days

At the end of every quarter, the principal facilitates the process of staff reviewing the previous nine weeks of data (academic, SEL, and DEI) in order to adjust instruction and interventions for the following nine weeks. Pinnacles Prep utilizes the data protocol outlined in *Driven by Data*^{xc} used by Uncommon Schools, a high performing charter network that serves predominantly low-income and students of color. Additionally, quarterly report cards and weekly progress reports will be sent home to share data with families.

The school's annual report will be released each year to make data around performance transparent to all stakeholders.

4. Summative Assessments for Non-Standardized Tested Grades

For grades with no mandatory state assessment (Grades 9 and 12) we will use i-Ready Standards Mastery assessments, which are designed to measure our specific grade-level standards. These assessments allow Pinnacles Prep faculty to identify when reteaching or remediation is needed as standards are taught throughout the year. They also show growth from fall to spring. See **Attachment 24** for specific academic and organizational goals.

Section 24: Facilities

1. Basic Facility Requirements

The Pinnacles Prep facility plan is to open its doors at the Community Center in the South Wenatchee neighborhood serving Grades 6 and 7 in Year 1, and then adding an additional grade level each year, until capacity is reached in Year 6 serving Grades 6-12. This facility, currently a community center operated by the City of Wenatchee, sits in the heart of the neighborhood that Pinnacles Prep has been designed to serve. As a municipal venue that has been supported by federal Community Development Block Grant dollars for nearly 15 years, the facility has been maintained at a high level to comply with applicable federal, state, and local health, safety, and accessibility requirements. On average, total square footage needs per student are estimated at 75 square feet. Below is a table outlining specific space needs.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
# of Students	100	170	240	300	360	420
Grades Served	6-7	6-8	6-9	6-10	6-11	6-12
Classrooms	4	6	8	10	12	14
Square Feet per Classroom	700-850 sq ft	700-850 sq ft	700-850 sq ft	700-850 sq ft	700-850 sq ft	700-850 sq ft
Office Spaces	3	3	3	5	5	7
Main Office	1	1	1	1	1	1
Teacher Planning Room/Staff Lounge	1	1	1	2	2	2
Interior Commons (assembly, lunchroom, fitness area)	1	1	1	2	2	2
Conference Rooms	1	1	1	2	2	2
After-School Program	2	2	2	3	3	3
Kitchen/Food Serving Area	1	1	1	1	1	1
Restrooms	5	5	5	8	8	8
Total Approx. Interior Square Feet	18,000	18,000	18,000	32,400	32,400	32,400
Exterior Commons	2	2	2	4	4	4
Parking	Meet reqs	Meet reqs	Meet reqs	Meet reqs	Meet reqs	Meet reqs by

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spots	by City (min 1/staff +5 visitors)	by City (min 1/staff +5 visitors)	by City (min 1/staff +5 visitors)	by City (min 1/staff +5 visitors)	by City (min 1/staff +5 visitors)	City (min 1/staff +5 visitors)

2. Specialty Classroom Needs

In the Grades 6-9 facility, four specialty classrooms will be required. These are two science labs, a makerspace, and one arts studio. Additionally, in the high school building serving Grades 10-12, there will be two science labs, a maker/arts space, and a digital media studio. All of these specialty spaces will be designed to accommodate up to 30 students and some of these creative learning environments will also serve as spaces to serve student programming out of school time. A computer lab has not been programmed as part of the facility plan, but all classrooms will have access to laptop and iPad carts when needed to support technology-integrated instruction.

The school has not planned a traditional physical library space, but Pinnacles Prep will partner with the North Central Regional Library (see **Attachment 20**) to provide library services to students and their families through weekly book mobile visits, rotating mobile book carts, and access to online e-book collections. Lastly, the interior commons area at both facilities will serve as a multi-purpose space acting as Pinnacles Prep's cafeteria, assembly hall, performance and exhibition space, and fitness room.

3. Anticipated Administrative/Support Space Needs

In Years 1-3, administrative office spaces will be needed for: the principal, the director of finance and operations, the family and community engagement coordinator, and an administrative assistant. The administrative assistant's office will be part of the main office to greet and assist families as they enter the building. In Years 4-6, as Pinnacles Prep builds out to Grade 12, additional office spaces will be added to support a dean of students and culture, a counselor, and a business and operations manager (shares main office with administrative assistant).

Both the middle and high school facilities will share a main central office, but each facility will have their own teacher planning room and lounge which will also house all teacher supplies, a copy machine, and instructional storage. These collaborative instructional spaces will serve all teachers, specialists, and paraprofessionals. Finally, both facilities will also be designed to house storage spaces to house all operational supplies and materials.

4. Core Athletic Program Needs

Pinnacles Prep will support student's basic physical education needs, but a formal gym space will not be required. Instead, in support of the school's place-based education philosophy, the school will take advantage of Wenatchee's natural resources including the Columbia River, the Foothills, and Mission Ridge Ski Resort to offer physical education opportunities. Outdoor activities utilizing these natural amenities may include rowing, trail running, mountain biking, hiking, skiing, snowshoeing, and snowboarding. Furthermore, directly across the street from the school facility is the recently renovated Kiwanis Methow Park that includes a basketball court, soccer field, and flexible open green space. Pinnacles Prep has signed a draft MOU with the City of Wenatchee Parks and Recreation Department (see **Attachment 25**) giving the school permission to use the park's outdoor recreation spaces during the

school day. When adverse weather or class schedule conflicts arise that prevent outdoor physical education, the Pinnacles Prep commons area will also be able to be transformed into a space that can accommodate student movement and fitness. Lastly, since Pinnacles Prep does not plan to offer formal athletic teams, it also anticipates having students participate in community-based sports leagues and neighboring school districts' sports teams such as football, baseball, basketball, soccer, tennis, swimming, and track and field.

5. Identifying Prospective Facilities and 6. Draft Lease Agreement

Following six months of negotiation in the latter half of 2019, Pinnacles Prep has identified a prospective facility and has a draft lease agreement with the City of Wenatchee that is contingent upon the school receiving charter authorization. The terms of the initial agreement allow for five initial six-year lease periods that begin on January 1, 2021, and then a subsequent 30-year term, for a total of 60 years. The City of Wenatchee has a federal Community Development Block Grant (CDBG) associated with the community center. The CDBG grant requires management agreements to be segmented into six-year increments. The City of Wenatchee facility is currently a community center, comprised of four separate buildings, two outdoor common areas, a parking lot with 122 spaces, and a community garden that has been serving families in the South Wenatchee neighborhood for over 15 years. (See a portion of this draft lease agreement in **Attachment 25**.)

Based on this prospective lease agreement with the City of Wenatchee, Pinnacles Prep does not anticipate having to rent any religious facilities. If the facility situation were to change, however, the school will adhere to the guidance recommended by the Washington State Charter School Commission outlined in **Attachment 25**.

With a minor remodel of the current 15,000 square feet, plus a planned 3,000 square foot extension, the current campus would serve the school's needs for the first three years (Grades 6-9) of operation. By Year 4, a high school wing would need to be constructed. Language allowing for this campus expansion can be found in the aforementioned draft lease agreement with the City of Wenatchee. The current campus contains an extensive parking lot that would allow for this expansion and the contingent lease agreement with the City of Wenatchee allows for a planned 14,400 square foot high school wing to be constructed. Financial figures supporting these two phases of potential construction can be found in the budget workbook, **Attachment 28**. To help support the initial remodeling of the facility as well as future construction, the City has indicated that the mission of Pinnacles Prep is a strong fit for them to apply some of their future federal Community Development Block Grant dollars (CDBG). See a Letter of Support from the City of Wenatchee's CDBG administrator in **Attachment 25**.

In support of the facility search, acquisition, and renovation process, a Facility Acquisition and Design Committee has been created by the founding board to manage all appropriate facility activities and make recommendations to the board. If authorization is granted, the committee plans to select an architect, engineer, and contracting firm by the fall of 2020 with six months of expected renovation activities set to start in January of 2021 and conclude by June. To provide additional professional facility support, the Facility Acquisition and Design Committee has also engaged the Raza Development Fund and Washington Charter School Development to help guide facility financing and development. See Letters of Support from both organizations in **Attachment 25**.

Section 25: Transportation, Safety, and Food Service

1. School Transportation

Pinnacles Prep has a draft lease agreement with the City of Wenatchee to manage the community center campus (see **Section 24: Facilities**). The campus is currently on a LINK Transit line (local public transportation) and has a stop right in front of the main building on the community center campus. Pinnacles Prep plans to provide LINK Transit bus passes to provide needed transportation. LINK is currently looking at route changes that would better serve our mutual target populations. LINK has stops near all of the local middle and high schools so students can use the bus pass to attend athletic and other extracurricular activities that they might be involved with at the traditional public schools. Additionally, LINK has numerous stops around the regional that will support our PBE field excursion transportation needs. (See **Attachment 26** for letter of intent.) If a LINK bus route does not adequately serve a student's needs, we are exploring a potential contract with a private transportation company, such as Wenatchee Valley Shuttle or A&A Motorcoach. LINK and/or other transportation contractors will be responsible for transportation to and from school, off-campus field trips, extracurricular activities that students participate in at traditional public schools, and school-sponsored events. Our budget assumptions are in line with local transportation quotes and may be adjusted according to need. The director of finance and operations will oversee any contracts and relationships with service providers and reporting in OSPI's STARS transportation compliance system. Pinnacles Prep will also provide transportation dictated by any student's Individualized Education Plan (IEP) and will abide by all state and federal regulations, including the McKinney-Vento Homeless Assistance Act, to provide students with transportation.

2. Health and Safety

Pinnacles Prep's safety plan will comply with all applicable federal, state, county, and city health and safety laws. A healthy, safe, and positive learning environment is an important component of productive teaching and learning. Pinnacles Prep will provide a safe and healthy environment for students, staff, and all who enter our community through the following:

- **Safety Procedures:** All Pinnacles Prep employees will be trained regarding safety procedures and actions to take in the event of an emergency.
- **Evacuation Drills:** The annual school calendar will include all mandatory shelter-in-place, lockdown, and evacuation drills.
- **Risk Management:** The board of trustees will adopt and have in place a comprehensive set of health, safety, and risk management plans and procedures created with guidance from the School Nurse Corps' Washington State School Staff Health Training Guide and the Office of Superintendent of Public Instruction (OSPI) School Safety Center.
- **Insurance Complies with Local Authorities:** Policies will be developed in consultation with the school's insurance carriers and regional Police, Fire, and Health Department requirements, and will be distributed as appropriate (and may be in handbooks).
- **Alarms and security:** The building will be equipped with an alarm system, and if necessary, it may be equipped with security cameras and/or a security guard.
- **Facility Entry Ways:** Entry and exit from the school building will be monitored during the day, in particular upon opening, and all doors but the main office door will then be locked.
- **Identification:** Pinnacles Prep staff will wear badges, and all guests must register at the main office upon entry to the building and wear a badge identify them as a guest.

- **Training:** All employees will undergo mandatory trainings on the True Measure Collaborative and SafeSchools learning management systems.
- **Internet Security:** The school will have a Child Internet Protection Act policy, required for K-12 schools that receive federal funding, and a school technology policy to ensure students are not exposed to offensive, violent, or mature content while using the internet.

Following the Washington State School Director's Association's model policies for campus and student safety and security, Pinnacles Prep will incorporate the following:

- **Immunizations and Mandatory Health Testing:** Pinnacles Prep will adhere to laws related to legally required immunizations and a health screening for entering students and staff pursuant to RCW 28A.210. Pinnacles Prep will adopt procedures required by other local/nearby districts for medical records and medication, except for the over-the counter medications ibuprofen and acetaminophen, which school staff will dispense, as needed, with parent permission.
- **Cardiac Pulmonary Resuscitation (CPR), Automated External Defibrillator (AED) & First Aid Training:** Select Pinnacles Prep employees will hold current CPR, AED, and First Aid certification.
- **Blood-Borne Pathogens:** Pinnacle Prep shall meet all state and federal standards for addressing blood borne pathogens and other potentially infectious material in the workplace. Pinnacles Prep will develop a written infectious control plan designed to protect employees and students from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students will follow the latest medical protocol for disinfecting procedures.
- **Background Checks:** Board members, employees, and contractors at Pinnacles Prep will be required to submit to a criminal background check and provide a criminal record summary as required by RCW 43.43.830. New employees must submit fingerprints and processing fees to OSPI for processing through the Washington State Patrol and FBI. The board president will monitor the fingerprinting and background clearance of the principal. All volunteers will be fingerprinted and receive a background clearance prior to working with students. All volunteers not meeting the unsupervised access provisions outlined by RCW43.43.830 will complete a Request for Criminal History Information form (WSP-CRD-430). This form will be processed through the Washington State Patrol Washington Access to Criminal History (WATCH) system prior to volunteers being cleared to work at Pinnacles Prep.
- **Mandatory Child Abuse Reporting:** All Pinnacles Prep staff are mandated to report child abuse and will follow all applicable reporting laws. They will be notified of this requirement during summer staff orientation and in the Pinnacles Prep Employee Handbook.
- **Weapon-Free, Drug-Free, and Smoke-Free Environment:** Pinnacles Prep is a weapon-, drug-, alcohol-, and smoke-free environment.
- **Harassment Policies and Procedures:** Pinnacles Prep is committed to providing a school that is free from sexual harassment, as well as any harassment based on such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Pinnacles Prep will adopt a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the school including all interactions between and among students, employees, and volunteers.
- **Emergency Preparedness:** Pinnacles Prep will adhere to an emergency preparedness and a rapid responder crisis plan drafted specifically to the needs of the school site in conjunction with law enforcement and the fire marshal. Emergency response will be part of Pinnacles Prep's

preparedness and there will be a system for internally locking down the building, based on the facility. This plan includes the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. Staff will be trained on this site safety plan. Pinnacles Prep will act in accordance with RCW 28A.320.125(6) by practicing lock-down drills once per quarter and shelter-in-place drills and off-site evacuation drills once per year.

- **Facility Safety:** Pinnacles Prep will comply with WAC 246-366 regarding environmental health and safety standards for school facilities. The school agrees to maintain visitor policies and install and test sprinkler systems, fire extinguishers, and fire alarms annually to ensure that they are always maintained in an operable condition.

3. Food Service, Technology and Janitorial Services.

Food Service

Pinnacles Prep is committed to ensuring all our students have access to healthy and affordable meals. We are exploring several options to provide healthy and fresh meals while complying with all state and federal nutritional guidelines:

- Contracting with the organization, Sodexo, that currently serves Eastmont School District.
- Contracting with Wenatchee School District's scratch kitchen facility.
- Contracting with the Wenatchee Valley Technical Center's Culinary Arts Program.

If authorized, and with the help of NCESD, Pinnacles Prep will conduct a search for any potential local food vendors that are familiar with participating in the National School Lunch and Breakfast reimbursement program to be considered as well. The director of operations and finance will work in collaboration with the family and the community engagement coordinator and student mentors to collect all necessary documentation from families who are eligible for free or reduced-price meals, and track meals via a point-of-sale system, like MealTime.

Technology

Pinnacles Prep will contract with NCESD, or another third party, for our technology services. See **Attachment 20** for a sample service agreement.

Janitorial Services

Pinnacles Prep plans to contract with a local janitorial company to provide services.

Section 26: Operations Plan and Capacity

1. Team Capacity

The Pinnacles Prep leadership team and board has extensive experience in delivering high quality academic programs as well as in facility management and operations.

Since 1996, school co-founder and current Board Chair Rick Wray has founded and operated three separate educational organizations successfully serving tens of thousands of K-12 students and teachers. Two of these organizations required **facility acquisition and renovation**, and then **oversight of the day-to-day operations** to accommodate both administrative and programming space. At all three organizations (Higher Ground Learning, Spy Hop, and SHIFT Workshops) as Executive Director, Rick designed **staff recruiting and hiring procedures** and also led the **implementation of staff performance assessment protocols**. In addition to **managing employee teams as large as 25**, Rick also played a pivotal position in recruiting and managing several community partners that provided supplemental services at each of the organizations as well as overseeing vendors that filled crucial operational roles.

As part of his leadership duties at Spy Hop and SHIFT Workshops, Rick helped lead non-profit development efforts that resulted in significant **funding from multiple state and federal funding sources**. To fulfill funder obligations from sources such as the federal Department of Education, the National Endowment for the Arts, the State of Utah, and the Utah State Board of Education, Rick helped provide critical oversight ensuring that associated programming was compliant and that interim and post financial and outcome reporting was timely, accurate, and complete.

Pinnacles Prep founding principal, Jill Fineis, brings nearly 20 years of operational experience. As the science field experience coordinator for Wenatchee School District (WSD), she developed and/or restructured all K-5 science field experiences to be STEAM focused, as aligned with the community's vision for more STEAM opportunities in the Wenatchee Valley. She **recruited, trained and supported community volunteers and certificated staff** to be field instructors and **cultivated and maintained community partnerships** including local educational organizations, nonprofits, state, and federal land management agencies.

As the Science Coordinator for WSD, Jill hired and managed the Science Resource Center (SRC) staff. She also conducted the **annual performance evaluations** for the SRC materials specialist, which is a classified staffing position. She developed interview questions for principals designed to differentiate experience with Next Generation Science Standards. She reviewed teacher resumes and sat on interview committees for new science hires in most district schools. As the science instructional coach, she helped teachers set student and teacher growth goals for their annual evaluations and conducted informal observations for teachers. As a principal intern at WestSide High School, she helped teachers revise growth goals mid-year, based on data, and worked with the principal to evaluate staff using the iObservation technology platform.

As the dean of students at Sterling College, Jill served on the safety committee where she helped put **risk management plans** for students into place. She co-developed **safety procedures** for their school's unique rural setting, including organizing a communitywide emergency scenario that everyone practiced, played a role in, and debriefed, in order to check the emergency protocols. She has written indemnification agreements and backcountry risk management plans for specific courses and worked with insurance companies to cover non-traditional activities such as rock climbing and backcountry

skiing. She taught risk management as parts of the adventure and outdoor education curriculum at Sterling and Prescott College, and she also wrote risk management plans for the Wenatchee School District's science field experiences.

School co-founder and Board Secretary Sara Rolfs also offers rich operational experience with her diverse community and educational programming background. Her foundational experiences stem from AmeriCorps and Peace Corps experiences where she helped found a low-income women's food packaging co-op, initiated community gardening with adjudicated youth, provided HIV-AIDS education for the entire Island of Wakenaam, and started a medical youth internship program. Sara has also helped create STEAM and place- and project-based learning curricula that has been implemented in every Wenatchee School District elementary. In each of these founding experiences, some of which occurred in very non-traditional and challenging environments, Sara was required to **develop staff management systems and create and implement rigorous operational policies and procedures.**

See **Section 15: Governing Board** for additional profiles of board member capacity.

Additional Support and Capacity

While the current founding leadership team of Pinnacles Prep has extensive operations experience to help establish the school's foundation, the school will ultimately rely on a director of finance and operations to build and implement customized operational systems to manage the day-to-day logistics of the facility as well as the policies and procedures required to sustain a successful personnel team, facility, and vendor relationships. If Pinnacles Prep receives charter authorization, this critical position will be start in the fall of 2020. In order to be ready for the school's opening, the director of finance and operations will be responsible for all activities related to the following operational elements, including but not limited to:

- Facility and grounds construction, renovation, and ongoing maintenance;
- Facility financing;
- Insurance, workers compensation, and licensing;
- Risk management, school safety, and emergency policies and procedures;
- Purchasing (furnishings, technology, supplies, and materials);
- Student transportation;
- Child nutrition and meal services (breakfast, lunch, and snacks);
- Day-to-day procedural logistics;
- Creating and maintaining a student attendance tracking process;
- Website creation and maintenance;
- Public records requests;
- State and federal compliance reporting.

Realizing the complexity of founding and operating a charter public school, and the critical importance of opening with strong operational systems and procedures, the Pinnacles Prep founding leadership team will also rely on strategic partnerships and external advisors to help round out their collective skill set and address all experience gaps. Pending authorization, in July of 2020 Jill Fineis will participate in the Washington State Charter Schools Association Strong Start Program. As a follow-up to WA Charters' School Leadership and Design Fellowship, this intensive training program works with newly authorized charter public schools in Washington State to provide training, services, and resources to thoroughly develop school operations and academic systems. Strong Start allows founding leaders to receive on-

demand consultation, technical assistance, trainings, and advocacy. The Strong Start training opportunities align to state and federal regulations and Office of the Superintendent of Public Instruction requirements and prepare new schools to successfully meet the Washington State Charter School Commission Pre-Opening Conditions. Trainings also align tightly with the tasks outlined in the Pinnacles Prep Start-Up plan. Additional details about the Strong Start program as well as the Pinnacles Prep Start-Up plan can be found in **Attachment 27**.

Locally, Pinnacles Prep also plans to partner with the North Central Washington Educational Services District (NCESD) to help provide support in multiple operational areas. Specifically, Pinnacles Prep plans to contract with them to help provide instructional coaching, technology support, and back-office state and federal compliance reporting.

2. Facilities Acquisition Capacity

As mentioned above, school co-founder Rick Wray has a long history of facility acquisition and renovation in support of organizations he's helped to found and led in the past. At Higher Ground Learning as an Executive Director, he oversaw all facility activities as the organization rapidly grew and transitioned through three different facilities to accommodate growth. After leaving Higher Ground Learning to co-found Spy Hop, he also oversaw the acquisition of remodeling of two learning spaces that eventually served over 3,000 K-12 students annually.

Recently in Wenatchee, Rick was part of a four-person team that acquired the downtown, historic 24,000 square foot Ellis-Forde building. Over the course of a year, in partnership with a project manager from Berry Construction and architect and engineer support from Pacific Engineering, Rick led the construction remodel team that gutted the street level floor and eventually opened Wenatchee's newest community-minded co-working space, The Mercantile. Rick continues to oversee all facility related issues at the Mercantile and assists with operations and programming in support of the 40-plus members currently operating their businesses from the space that they have access to 24 hours a day, 7 days a week.

Currently, as part of his Pinnacles Prep board leadership responsibility, Rick is chairing the Facility Acquisition and Design Committee. As part of this effort, he has recruited four additional committee members with strong, local experience in both facility and community development. As Pinnacles Prep is the first prospective charter school in Central Washington, Rick has also engaged two experienced external advisors to help guide facility development and financing: James Heugas from the Washington Charter School Development group, and Amanda Sanchez from the Raza Development Fund. Both advisors have experience supporting charter school development in Washington as well as nationally. James' time and expertise have been included as part of Rick, Sara, and Jill's participation in the WA Charters' School Leadership and Design Fellowship and his organization's mission is to provide affordable and sustainable facility solutions for high quality charter school operators. Letters of support from both Amanda Sanchez and James Heugas can be found in **Attachment 25**.

Category 3: Financial Plan and Capacity

Section 27: Financial Plan

1. Financial Systems, Policies, and Processes

Pinnacles Prep will develop effective, high-quality systems, policies, and processes for financial planning, accounting, purchasing, and payroll, including the establishment and maintenance of strong internal controls and capacity for complying with all financial reporting requirements, Pinnacles Prep's charter contract, and the School District Accounting Manual (SDAM).

Financial Planning & Budget Review

Policies and procedures for financial planning will be finalized by the board of trustees (board), led by the finance committee, in collaboration with the Pinnacles Prep principal, the director of finance and operations (DFO), and our back-office service provider. The DFO will be the third employee hired and begin working immediately in the first quarter of the planning year.

The DFO monitors the budget (actuals vs budget), cash flow, and any other relevant financial information and consults with the principal and board treasurer monthly. As an additional layer of financial support, we will utilize consulting CFO support from Joule Growth Partners (JGP) to support our DFO and principal. Pinnacles Prep plans to utilize JGP for accounting and CFO consulting support during its planning year and beyond, ensuring continuity in vendors and strategic support from planning to operating. The board receives monthly financial reports delivered by the treasurer, with support from the standing finance committee, who will complete detailed quarterly reviews in addition to the board's monthly review.

Budgets are created by the DFO and principal with support from JGP and are reviewed with the staff, the leadership team at Pinnacles Prep, and the board's finance committee. The budget will then be presented to the full Pinnacles Prep Board of Trustees at a public board meeting for approval. In addition to presenting the one-year budget in detail, the DFO will also present a five-year model for context and planning. In addition to these roles, the Roles and Responsibilities in sub prompt 2 below summarize the major financial responsibilities in the organization.

All policies and procedures regarding accounting, purchasing, and payroll will be aligned to and comply with all applicable local, state, and federal regulations regarding the use of public funds to establish and maintain strong internal controls. This includes policies and procedures in accordance with the Pinnacles Prep's charter contract and the SDAM. In addition, Pinnacles Prep will look to the Washington State School Directors Association (WSSDA) for examples of model policies and procedures. Financial policies, procedures, and controls will be reviewed annually, or more frequently if needed, to ensure that updates to the SDAM and other regulations are incorporated in Pinnacles Prep's policies and procedures and adopted by the board.

Accounting

Pinnacles Prep will follow all accounting procedures recognized and mandated by generally accepted accounting principles (GAAP), Government Accounting Standards Board (GASB), and the state of Washington. Accrual-based accounting will be used with appropriate general ledger codes, along with account segments capable of reporting on subcategories such as revenue source, department, and other

areas to be determined. Pinnacles Prep will work with its back-office provider (NCESD) and CFO consultant (JGP) to set up streamlined accounting systems that work in concert with state reporting platforms.

Purchasing

All purchases of goods and services must be consistent with the board-approved budget and do not require a board-approved/executed contract, with the exception of expenditures that exceed the budget by a material amount. All other proposed expenditures must be approved by the person who reviewed the proposed expenditure to determine whether it is consistent with the board-adopted budget.

Purchase orders under \$10,000 must be approved by the DFO or principal and be consistent with the board-approved budget. Purchase orders and invoices of \$10,000 or more must be approved by the board chair and one of the following authorized positions: board treasurer or principal. Check request and purchase order forms must be signed by the person reviewing the expense (if applicable).

In general, invoices will be reviewed and signed according to the procedures outlined below to ensure the items were properly requisitioned and maintained in order to document check processing. Open invoices will be paid in a timely manner unless delayed payment is arranged through the vendor, in which case the school will meet payment schedules as outlined. Expenditures between \$5,000 - \$10,000 must be authorized by the board chair and principal. Expenditures up to \$5,000 must be authorized by director of finance, board chair, or principal. Electronic payment methods (i.e., wire, ACH, transfer between bank accounts) must be reviewed by the board's finance committee and must follow ordinary procurement procedures.

All professional consulting services shall be provided under a contract. Contracts for other goods and services exceeding \$10,000 on an annual basis shall be presented to the board for approval during the annual budget cycle or prior to signing. Duration of contracts shall be at the discretion of the board. In general, contracts exceeding \$10,000 shall be reviewed after a bidding process of sufficient duration to ensure competition. Bid tabulations shall be presented to the board, along with a recommendation for action. The board reserves the right to select whichever vendor it deems most prepared to provide the required goods or services, without regard to the low bidder being the automatic selection.

School credit cards shall be allowed for school purchases and travel. Authorized purchasing cardholders are the principal and the DFO. All credit card charges must follow ordinary procurement procedures.

Employees shall be reimbursed for all necessary and reasonable costs associated with traveling for school business. All applicable receipts must be attached to a completed expense report. Reasonable costs of meals while traveling is reimbursable using standard U.S. government per diem rates for the city in which an employee is staying for one, two, or three meals per day, depending on the circumstances of a particular trip. Under no circumstances shall alcohol be reimbursed. Employees are reimbursed for the cost of single-room accommodations typically occupied by business travelers. When lodging expenses will exceed standard U.S. government per diem rates for the city in which an employee is staying, that employee must receive advance approval for the cost of their lodging.

In certain circumstances, employees may choose to be accompanied on business travel by a spouse/domestic partner. At no time will the school reimburse an employee for costs incurred for the

travel expenses of the spouse/domestic partner. No board member or employee may authorize a reimbursement request made payable to themselves. Reimbursements payable to the principal are approved by either the board chair or the treasurer.

All employees are reimbursed at the standard mileage rate per mile as determined by the IRS for use of their own vehicle for business-related travel pre-approved by their supervisor. In addition, parking fees and tolls are reimbursable if supported by receipts. All employees requesting such mileage reimbursement are required to furnish an expense report containing the destination of each trip, its purpose, and the miles driven, as well as parking fees and tolls within one month after the travel date, supported by receipts, if applicable. Other transportation expenses such as taxis, rental cars, buses, and airplane tickets will be reimbursed for the actual costs incurred. Fines and parking tickets are not reimbursable.

Use of school funds for personal use is prohibited. Violation of this policy shall result in discipline up to and including dismissal or removal, including from the board.

Payroll

Salaries and benefits will align with the approved annual personnel budget. The hiring process will be led by the principal. Staff will complete an application for employment, paperwork for payroll, and will be fingerprinted consistent with state law. Fingerprinting and background checks will be completed prior to the staff start date. Employees will accrue vacation and sick leave based on a board-approved personnel policy; this policy will be available in Pinnacles Prep's employee handbook.

The DFO will develop procedures to ensure accurate and timely preparation of timesheets for hourly employees. Pinnacles Prep intends to either contract with a payroll services provider or incorporate this responsibility into their back-office provider.

Pinnacles Prep is an at-will employer and will have employee contracts. Pinnacles Prep leadership will develop a written Employee Handbook and will include expectations for employees and Pinnacles Prep as an employer regarding fulfilling the Pinnacles Prep's vision, mission, and principles.

Internal Controls

Pinnacles Prep's core finance team, which includes the principal, DFO, treasurer, and the board finance committee, will ensure timely and accurate reporting, adequate safeguarding and stewardship of all assets, and compliance with all legal requirements, as well as ensure ethical, open and transparent presentations of information. The finance team will meet monthly to review compliance with established policies and procedures and to recommend improvements. This team will review a stratified, random sample of invoices and payments over \$2,000. Any inconsistencies in the application of internal controls, no matter how slight, will be immediately reported to the board.

Pinnacles Prep will, as authorized by the board, establish a commercial bank account for the purposes of school operations. Funds will be deposited in non-speculative accounts including federally insured savings and/or checking accounts, and/or invested in non-speculative federally-backed instruments and/or standard money market accounts. Pinnacles Prep will have a general checking account for school needs. The board chair, board treasurer, and principal will be authorized signatories on this account. The back-office provider will reconcile all bank accounts monthly. Reconciliations will then be reviewed and

approved by the DFO as a member of the team who does not have the ability to approve expenses or disburse funds from the account. The monthly bank reconciliations will be reviewed by the board or a representative of the board who is not an authorized approver of expenses or signer on behalf of the school. The board chair, board treasurer, and principal will be designated signatories on the school's savings account.

A petty cash fund of \$200 will be established and managed by Pinnacles Prep's principal according to normal petty cash procedures (e.g., provide receipts, ensure valid purpose). Cash balances and reserves will be invested in federally insured, fiscally conservative, interest-bearing accounts.

The school will deposit all funds received as soon as practical upon receipt. The DFO will open all mail daily, sort and endorse all checks to the appropriate school account, and prepare appropriate deposits as soon as practical, ideally the same day and in no more than three days. When cash is received, it will be counted by at least two employees; they will both verify the amount received and sign a cash deposit form indicating the performance of their duties.

2. Roles and Responsibilities

Our financial planning team includes:

- Board finance committee
- School principal
- Director of finance and operations
- Back-office service provider (NCESD)
- CFO consultant (JGP)

The DFO will work regularly with the principal to monitor the budget, analyze budget versus actuals and variances, monitor cash, and provide real-time access to all financial data. This practice will ensure that the principal has significant ownership over the school-site budget. After budgets are created by the DFO and principal, they will be reviewed with the staff, the school leadership team, and the board finance committee. Each budget will then be taken to a public board meeting for approval. Budgets will be revised once a year in the spring for the next fiscal year. In addition to presenting the one-year budget in detail, the DFO will also present a five-year model for context and planning purposes, beginning with the five-year Financial Plan Workbook included as **Attachment 28**. The table below provides additional details regarding roles and responsibilities.

Activity	Principal	Director of Finance and Operations	Consulting CFO (Joule Growth Partners)	Board of Trustees
Budget	Makes proposal	Leads development	Provides input	Finance committee reviews/board approves
Audit	Provides input	Leads process	Provides input	Audit committee reviews/board approves

Activity	Principal	Director of Finance and Operations	Consulting CFO (Joule Growth Partners)	Board of Trustees
AR/AP/Banking	Signs checks below \$2500	Leads process Approves all invoices	N/A	Signs all checks above \$2500 Reviews balance sheet
Budget Monitoring	Variances and forecasts reviewed 2x monthly with DFO	Leads Process	Variances and forecasts reviewed monthly	Finance committee reviews monthly
Payroll	N/A	Leads process	Reviews all compensation	Approval of principal compensation
Cash Management	N/A	Leads process	Provides input	If any loan is needed, board approval is required
Authorizer Reporting	Provides input	Leads process	Provides input Gives approval	Approval when required

3. Transparency

The board will adopt a fiscally conservative budget well in advance of any required deadlines by the authorizing entity. During the year, the board may amend the budget as expenses and revenue projections change. Prior to Pinnacles Prep's first year of operation, Pinnacles Prep staff and the board shall start the budget adoption process in January 2021 by creating a list of budget priorities and/or reviewing the current budget priorities balancing input from key stakeholders while focusing on the core mission of Pinnacles Prep. This proposed budget will be provided to the Pinnacles Prep Board of Trustees at the end of March 2021 and will be based on conservative assumptions for state and federal education revenue. The board will discuss the budget at an open board meeting in April 2021. The meeting will be publicized to families and various community stakeholders well in advance of the public meeting so that interested parties can attend the budget-related board meeting(s). School leadership will submit a final budget for approval by the board by the end of May 2021.

Pinnacles Prep will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Washington State, will meet the reporting requirements of their charter contract, and will engage in an annual audit of financial and administrative operations by an independent auditing firm. This audit is conducted in accordance with applicable GAAP and Governmental Accounting Standards Board standards.

The board will contract with a qualified, independent audit firm, chosen in compliance with state laws and regulations, to perform an audit each year on the close of the prior year's books and in advance of the statutory audit deadline. In keeping with recommended best practices, Pinnacles Prep will contract with a new audit firm after three consecutive years of working with the same audit firm. Audits include:

(1) accuracy of the school's financial statements including balance sheets, income statements, and cash flow statements; (2) attendance accounting and revenue claims practices; and (3) internal controls practices. If Pinnacles Prep receives more than \$750,000 from federal sources, the audit is prepared in accordance with any relevant Office of Management and Budget audit circulars.

After the audit, the board, principal, and DFO will review any audit findings and requests and adopt and monitor any corrective action, if required. Auditors will assist in the preparation of Internal Revenue Service (IRS) Form 990 (Return of Organization Exempt from Income Tax) and send a copy to the school staff responsible for the audit. The DFO will review and send a copy to the board for its review and approval before filing. Once approved by the board, the DFO will notify the audit firm to prepare the final return for filing.

Pinnacles Prep will also be subject to performance and financial audits by the State Auditor's Office. These audits may not be annual, but all financial periods will be covered when the audits occur. State audits may include any combination of financial reporting, Federal A-133 testing, and risk-based procedures.

As the school is subject to Washington Open Meetings Law, all board discussion around and the ultimate adoption of the budget will be completed during public board meetings. Annual audits and any significant findings will likewise be presented during public board meetings. In keeping with IRS guidelines, copies of Form 990 will be made publicly available. In addition, in keeping with recommended best practices, Pinnacles Prep will publish the upcoming fiscal year's board meeting schedule, board agendas (as they become available), board meeting minutes, and a process for making a public document request on its website.

Pinnacles Prep's financial documents will be available to the Washington State Charter School Commission and public upon request and meet all of the financial requirements of the contract. Additionally, as regular practice, the board will:

- Review and approve the budget in a public meeting;
- Review quarterly financial reports including budget vs. actuals and balance in a public meeting;
- Review and approve the independent audit in a public meeting;
- Review and approve the 990 in a public meeting.

Section 28: Financial Management and Capacity

1. Applicant Team Capacity

Pinnacles Prep founding leadership team has a wide breadth of professional financial experience that has required building, managing, and sustaining significant budgets; raising and monitoring diverse revenue and expense streams; and reporting to an array of financial stakeholders. As a collective team, they have founded and led both for-profit and non-profit education organizations, launched local and regional initiatives, and have managed extensive K-16 educational programming, all of which have required significant financial expertise and oversight.

School co-founder Rick Wray has founded and served as executive director (ED) of three separate K-12 organizations with annual operating budgets of up to \$1.5 million. Leading small and mid-sized organizations, Rick wore multiple hats and also often served as chief financial officer and director of development. Filling multiple leadership roles meant that Rick created and **managed annual organizational budgets, developed fiscal policy manuals, handled financial oversight controls and compliance, and raised both earned and charitable revenue** through a variety of public, private, and charitable means. With his previous ED experience, he also has significant experience serving as a primary financial liaison between an organization and its board of trustees. In this capacity, Rick provided all necessary monthly and annual financial reporting to the treasurer and finance committees as well as leading internal efforts to fulfill annual audit requirements. Helping lead numerous fundraising campaigns at Higher Ground Learning, Spy Hop, and SHIFT Workshops over 20 years, Rick successfully helped raise over \$15 million in capital to help support a variety of education programs and facilities. These charitable funds—which were critical in helping sustain and diversify revenue streams for each of the organizations—came from individuals, corporations, foundations, and governmental sources. Due in part to the strong financial foundation and development culture that Rick helped establish at each of the organizations, they all continue to thrive today.

Co-founder Sara Rolfs has ample experience in **creating budgets** for a variety of projects as well as finding grant and donor funding to support the projects. Sara has been a **successful grant writer** for over a decade, receiving awards from local foundations as well as at the state level through OSPI and Department of Commerce. In total, Sara has raised over \$1 million in local, state and federal grants and over \$500,000 in in-kind donations

Jill Fineis, founding principal, was the former science coordinator for Wenatchee School District (WSD). There she managed the K-12 budget for the science and STEM programs. She oversaw and conducted annual reviews of employees at the Science Resource Center at WSD. The science budgets were coded for specific uses per OSPI regulations and **annual budget reviews** were conducted with the director of learning and teaching.

In its planning year, Pinnacles Prep will hire a director of finance and operations, a hire critical to providing school-based financial and operational management capacity. The director of finance and operations will oversee the back-office, day-to-day adherence to financial policies and procedures and several internal controls. They will provide monthly financial reports to the board and will support the principal in overseeing and managing the budget.

Offering an additional layer of **financial oversight and support** on the board of trustees are the skillsets and experience of Karen Rutherford and Tyler McGee. Karen entered the workforce as a lending officer

at Interstate Bank. Over the years, she has also served as treasurer for several non-profits heading up many fundraising ventures from galas to capital campaigns. As a formal city council woman, she also started and served on the first City of Wenatchee Finance Committee, overseeing the city's budget. As a city representative Karen also served on the Bond Committee, which included working with bond attorneys and the Security and Exchange Commission. Board Treasurer Tyler McGee CPA has a Master of Professional Accountancy and brings a decade's worth of financial experience including financial clerking and account managing. Tyler is currently the accounting manager at the accounting firm Homchick Smith & Associates in Wenatchee.

2. Additional Financial Management Support

Additional financial management capacity will be provided by relationships with North Central Education Service District (NCESD) and Joule Growth Partners (see **Attachment 20** for sample service agreements). NCESD will provide support and training in accounting practices and financial educational reporting, include different state reporting, building budgets, and running specific reports. Additional business mentor services to the school will be targeted payroll and employee benefit support, including on-demand technical assistance. A sample scope of work is provided by Olympic ESD as potential services to be utilized. (See **Attachment 20** for the sample scope of work.)

Joule Growth Partners will serve as an intermediary support between the school and NCESD. Joule will:

- Partner with the NCESD and Pinnacles Prep to establish a chart of accounts that will meet the reporting needs of both the state and the authorizer.
- Participate in onboarding meetings with NCESD and the school to review and assist in establishment of sound financial policies and procedures.
- Assist NCESD and the school in preparing OSPI forms F-195 and F-203 to reflect current school financial projections.
- Review year-to-date financial records for the school to assess accuracy and completeness in preparation for accounting transition from planning to operating years, supporting with:
 - Monitoring cash cutoff with invoice review prior to processing;
 - As needed, providing school oversight to assist with prior period check processing to ensure accurate records;
 - Partnering with NCESD and school to record cash transactions that impact financials; and
 - Partnering with NCESD and the school to establish accurate opening FY20 cash balance.
- Review initial A/P and payroll runs to ensure compliance with budget and policies established.
- Establish final planning year account balances and official FY20 opening accounts receivable, accounts payable, and net assets balance.
- Draft and provide IRS Form 990 for planning year.
- Q1 quarterly review, including leader consultation, review of A/P packets and payroll totals, preparation of Washington State Charter School Commission financial compliance form from ESD records, use of Commission compliance form to produce board of trustees' updates.

Attachment 33: As a new, independent charter school in the authorization phase we have no recent financial statements to share in this attachment.

Attachment 34: As a new, independent charter school in the authorization phase we have no previous audit reports or management letters to share in this attachment.

Category 4: Existing Operators and Planned Growth

Section 29: Existing Operators or Charter Management Organization Growth and Expansion/Replication of Current Schools

As a new, independent charter school that has no current expansion or replication plans, this section does not apply to Pinnacles Prep.

Attachment 35 and **Attachment 36** are also not applicable to Pinnacles Prep for the aforementioned reason.

Executive Summary Endnotes

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- ⁱⁱ Getting Smart, Teton Science Schools, & EduInnovation. (2017). What Is Place-Based Education and Why Does It Matter? Retrieved from <https://www.gettingsmart.com/wp-content/uploads/2017/02/What-is-Place-Based-Education-and-Why-Does-it-Matter-3.pdf>
- ⁱⁱⁱ High Tech High Chula Vista, & California Department of Education SARC. (n.d.). School Accountability Report Card. Retrieved from <https://www.sarconline.org/Sarc/Outcomes/37764710114678>
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- ^{xii} Larson, J. (October 5, 2019). 10 Strategies for Schools to Improve Parent Engagement. Retrieved from <https://www.gettingsmart.com/2019/10/10-strategies-for-schools-to-improve-parent-engagement/>
- ^{xiii} Springboard Collaborative. (n.d.). Springboard Collaborative. Retrieved from <http://www.springboardcollaborative.org/>

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- ^{xiv} Hattie, J. (2008). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement, 1st Edition*. Abingdon, Oxon: Routledge.
- ^{xv} Jensen, E. (2009). *Teaching with poverty in mind : what being poor does to kids' brains and what schools can do about it*. Alexandria, VA: ASCD.
- ^{xvi} National Child Traumatic Stress Network, Schools Committee. (2017). Creating, supporting, and sustaining trauma-informed schools: A system framework. Retrieved from <https://www.nctsn.org/resources/creating-supporting-and-sustaining-trauma-informed-schools-system-framework>
- ^{xvii} Freeman, G., Gum, M., & Blackburn, J. M. (1999, March). Proactive approaches to improving outcomes for at-risk students. (ERIC Document Reproduction Service No. ED430948)

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PINNACLES PREP

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Executive Summary and Logic Model: Attachment 1

Contents:

- Logic Model

PINNACLES PREP LOGIC MODEL

RESOURCES	ACTIVITIES & INTERVENTIONS	OUTPUTS	SHORT- & LONG-TERM OUTCOMES	IMPACT
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to meet our long-term goals we will accomplish the following activities:</i>	<i>The following indicators allow us to know that our activities and interventions are reaching their intended populations and having their intended impact:</i>	<i>We expect that if accomplished, these activities will lead to the following changes in 1-3 years and then 4-6 years:</i>	<i>We expect that if accomplished these activities will lead to the following changes in 7-10 years:</i>
<ul style="list-style-type: none"> • \$400,000 Grant Funding secured and \$200,000 applied for. • Engaged board with educational, financial, and operational capacity • Strong leadership with educational, financial, and operational capacity • Trained, mission-aligned staff • Affordable community-supported facility • Strong academic, operational, and fiscal systems • Clear vision for instruction • Professional development • Strong, inclusive school culture • Strong family and community engagement 	<p>Core program terms:</p> <ul style="list-style-type: none"> • Community creation of DEI playbook • SEL training for facilitating weekly circles • Place-based education model for project-based learning <p>Key components of PD Plan:</p> <ul style="list-style-type: none"> • Progress monitoring competencies with ILP platform. • MTSS: Staff create 3 tiers for academic, behavioral, and social elements. • Enrollment: FACE coordinator, outreach to at-risk students, advisory bodies, home visits, wrap-around services for mission-aligned CBOs. • FACE plan: Parent ED camps, communication survey, student-led conferences, and community exhibitions. 	<p>Staff receive 330 hours (41 days) of professional learning around DEI, PBL, and SEL.</p> <p>Students receive 36 hours of SEL circle time with mentors and peers and 72 hours with their mentors to monitor progress of individual goals.</p> <p>Students receive 144 hours of personalized learning through PEAK time.</p> <p>Students engage in 207 hours of place-based project work with community partners.</p> <p>We have 95% student attendance rate.</p>	<p>Years 1-3</p> <p>We sustain a diverse culture that is equitable and inclusive of all stakeholders as evidenced by survey data.</p> <p>We develop relational high-quality staff driven to cultivate agency in students and improve practice.</p> <p>Highly engaged students complete place-based passion projects and report love of school culture.</p> <p>Years 4-6</p> <p>In Grades 8 and 11, at least 75% of students will be proficient on all state tests.</p> <p>By Grade 12, the opportunity gap disappears completely.</p>	<p>Pinnacles Prep graduates are civically engaged with the knowledge, skills, and mindsets needed to become leaders in their college, career, and communities.</p> <p>Pinnacles Prep increases educational quality and equity and expands the community conversation as part of the regional Our Valley, Our Future strategic plan.</p>

ASSUMPTIONS (root cause analyses, prior learning/experience)

Over the past two years, the Pinnacles Prep Board of Trustees and founding team have interviewed hundreds of community stakeholders and hosted dozens of focus groups and community meetings with prospective parents, and a common thread has become abundantly clear: Wenatchee residents believe in the potential of their children, and they see a need for an innovative school designed to use project- and competency-based learning in order to support and reflect the changing nature of our world.

Families are also deeply concerned about equity gaps that persist between student groups. English and math proficiency data show major gaps between student subgroups. The most profound gap is between English-language learners (ELL) and non-ELL, followed by students with disabilities (SWD) and abled students. The third-biggest gap is between white and Latinx students and is of particular concern because only half of our anticipated Latinx students are ELL; therefore, this gap persists based on racial identity.

EXTERNAL FACTORS (barriers/facilitators)**Barriers:**

- Charter schools are new to our region.
- Without the ability to access local school bond or levy dollars as a charter school, the facility solution is going to require strategic community partnerships; ongoing fundraising; and lean, efficient operations.
- The current campus will require some renovation to serve our middle school needs through our first three years of operation, as well as constructing a high school wing on the property.
- We seek to find educators that have evidence of working with Latinx students and of closing the opportunity gap, as that is our main focus and purpose. Therefore, we want to avoid hiring a staff comprised of all new teachers.

Facilitators:

- We have committed local funders as well as strong grant funding.
- We have multiple supports organizations who would like to partner with us.
- WA state has strong charter law and is a high-quality authorizer.



PINNACLES PREP

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Section 1: Attachment 2

Contents:

- Pending Authorization and School Opening Form

NEW CHARTER SCHOOL APPLICATION PENDING AUTHORIZATION AND SCHOOL OPENING FORM

Does the applicant have charter school proposals under consideration by any other authorizer(s) in the United States? ☐ Yes ☒ No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Proposal Due Date	Decision Date

Does the applicant have new schools approved but not yet open elsewhere in Washington or the United States? ☐ Yes ☒ No

If yes, complete the table below, adding lines as needed.

State	Authorizer	City	School Name	Opening Date



PINNACLES PREP

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Section 2: Attachment 3

Contents:

- Letter of Support: Mike Steele, 12th Legislative District Representative
- Letter of Support: Frank Kuntz, City of Wenatchee Mayor
- Letter of Support: Stacy Luckensmeyer, Our Valley, Our Future
- Letter of Support: Jenny Rojanasthien, Greater Wenatchee Area Technology Alliance (GWATA)
- Letter of Support: Sue Kane, Apple STEM Network
- Letter of Support: Karina Vega Villa, MESA
- Community Engagement Meeting List
- 1.8.18 Community Design Session: Flyer
- 1.21.19 Agenda for Parque Padrinos Presentation
- 9.26.19 Community Design Session: Charters 101 Artifacts
- 10.29.19 Community Design Session: STEM Pathways Artifacts
- 12.19.19 Community Design Session: Hour of Code & Posada Artifacts
- 1.29.20 Community Conversation on Quality and Equity Artifacts
- Marketing Collateral
- Community Survey Reports
- Newsletters
- Photographs from Outreach Events
- Community Design Session Sign-In Sheets
- Photographs from Pilot Projects

STATE REPRESENTATIVE
12th LEGISLATIVE DISTRICT
MIKE STEELE

State of
Washington
House of
Representatives



December 4, 2019

Pinnacles Prep Charter School

Jill Fineis, Founding Principal

Sent via email to jill@pinnaclesprep.org

Dear Ms. Fineis and Founding Board of Directors:

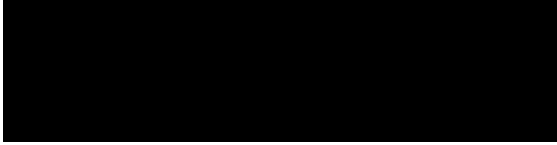
As the ranking member on the House Education Committee, I have heard firsthand testimony from students and educators on the key role charter schools play in our educational system. Charter schools produce impressive student gains, especially in schools with high-minority, high-poverty populations. They increase student achievement and fill in many of the gaps found in more traditional district operated schools. That's good. We need more schools that can help students' cross barriers to increased learning. I'd like to offer my sincere appreciation for Pinnacles Prep's work and combine my voice with others that support this school.

Pinnacles Prep elevates the conversation about quality and equity in education. It correctly identifies each student's educational needs and helps meet them. Too many students struggle in the traditional public-school setting. Here's the truth: the system simply wasn't designed to accommodate individual learning styles. That's where a charter school like Pinnacles Prep can step in by providing students an alternative educational pathway and a more imaginative curriculum.

With a depth of knowledge and professionalism, Pinnacles Prep's founding team strives to make every student's educational experience successful. By collaborating with the local school district leadership, they've managed to integrate innovation with tradition. Their curriculum is derived from this relationship. Pinnacles Prep's effort and work, which propels students to a bigger brighter future, should be encouraged.

I look forward to seeing Pinnacles Prep opening their doors to begin welcoming their inaugural class of students.

Respectfully,



State Representative Mike Steele | 12 LD

Washington State House of Representatives

LEGISLATIVE OFFICE: 122F LEGISLATIVE BUILDING • PO BOX 40600 • OLYMPIA, WA 98504-0600 • 360-786-7832

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Wenatchee, WA 98807-0519
Website: www.wenatcheeva.gov

December 30, 2019

Cindi Williams, Chairperson
Washington State Charter School Commission
P.O. Box 40996
Olympia, WA 98504-0996

Dear Chairperson Williams and Members of the Washington State Charter School Commission:

As the Mayor of Wenatchee, I am highly supportive of Pinnacles Prep and the formation of a Charter School in our most at risk neighborhood. The City is a direct partner in this effort by providing the City of Wenatchee Community Center as a place to operate the school. Pinnacles Prep is already providing new life to our South Wenatchee neighborhoods through their effective work in engaging the the community group, Parque Padrinos. Educational opportunities for the neighborhood and others in this city are key to breaking cycles leading to poverty. Additionally, the city completed the South Wenatchee Action Plan which highlighted the need to grow opportunities for entrepreneurship and business development including providing opportunities for an educated and skilled workforce. The addition of Pinnacles Prep Charter School is an important step in realizing the following key elements of the plan.

- Arts, Culture, and Recreation: Pinnacles Prep has embraced the need to further the richness of the arts and culture within the neighborhood and this region. Coupled next to the newly renovated Methow Kiwanis Park also provides the environment for the school's youth to recreate and participate in our diverse cultures.
- Economic Vitality: Pinnacles Prep is situated in the middle of the city's greatest entrepreneurial and small local business district. Many of the businesses are based on the "maker" skillset and spirit. An educational facility that embraces and adds to this district will provide the pathway for future employees and business owners in this area of the city flush with opportunities.
- Education: Education is a recognized required element of the plan. One of the primary ways identified in the plan for supporting education is to activate the Wenatchee Community Center. The city is thrilled to have Pinnacles Prep apply and to be selected as the new tenant of the Wenatchee Community Center. This opportunity exceeds the vision of the plan by providing quality educational opportunities thereby raising the bar for all.

Apple Capital of the World

December 30, 2019

Page Two

Finally, the Pinnacles Prep team is a professional group of individuals working together to realize a vision. Not only is the team focused on providing quality education opportunities, but also is working diligently through the details of what it takes to run a school including facilities and operations. The city has great confidence in the success of this endeavor and looks forward to a continued partnership that will yield results for our city for years to come.

Sincerely,

A black rectangular redaction box covering the signature of Frank J. Kuntz.

Frank J. Kuntz

Mayor



16 November 2019

✓ Cindi Williams, Chairperson
Washington State Charter School Commission
P.O. Box 40996
Olympia WA 98504-0996

Dear Chair Williams and Member of the Washington State Charter School Commission:

Our Valley, Our Future is a grassroots non-profit regional strategic planning organization. Over the past couple of years we have pieced together an Action Plan. This plan is *"A statement of what residents would like the region to be long-term for a particular focus area. This overarching future direction is meant to guide and connect strategies, action and implementation efforts for those focus areas."*

Pinnacles Prep is designated as a Lead Partner for two of the action items:

How We Learn and Create

- Action item 1.1 – New School Facilities: *Finance and construct new school facilities incorporating state-of-the-art programs and technology in needed locations to meet the demands of a growing population.*
- Action item 1.5 – Community Conversation on Educational Quality: *Expand conversation about educational quality and equity*

Recently, the Pinnacles Prep Leadership Team reached out to the Superintendents of the local traditional public schools inviting them to join them in Co-Leading Action item 1.5. This is indicative of their collaborative nature and the vision to create more responsive learning environments for all students.

Our Valley, Our Future is thrilled with the collaborative efforts and we will continue to encourage and support their efforts moving forward.

Best,

[Redacted Signature]

Stacy Luckensmeyer
President of the Board
Our Valley, Our Future.



CONNECTING PEOPLE & RESOURCES

December 20, 2019

Washington State Charter School Commission
Attn: Cindi Williams
PO Box 40996
Olympia, WA 98504-0996

Dear Cindi and the Charter School Commission,

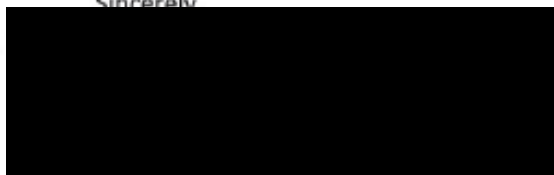
The Greater Wenatchee Area Technology Alliance (GWATA) is thrilled to provide a letter of support for Pinnacles Prep Charter School.

Since 1999, GWATA has served as the region's tech alliance, championing growth and development in North Central Washington. As a 501(c)3, our mission is to bring people and technology resources together while supporting entrepreneurs, STEM education, and the technology industry in North Central Washington. GWATA provides an open platform for the exchange of ideas that encourages entrepreneurs. We recognize and support innovators in our region. We also prepare our community and students for STEM careers through our work with the Apple STEM Network.

As a non-profit organization, our strength is in providing quality educational events that engage and inspire. We host over 45 events per year with an average of 4,000 attendees annually. We have a member base of over 185 companies and community leaders who support our organization's initiatives. We believe that the creation of an alternative secondary school which strives to close the opportunity gap for students in our underserved community will benefit our entire community.

We believe that supporting a diverse student population and creating pathways into STEM related fields is essential to creating a local workforce for our strong technology community and will add to our region's economic vitality. We look forward to being a resource and a partner to Pinnacles Prep Charter School and their leadership team.

Sincerely,



Jenny Rojanasthien
Executive Director



December 28, 2019

Ms. Cindi Williams, Chairperson
Washington State Charter School Commission
P.O. Box 40996
Olympia, WA 98504-0996

Dear Chair Williams and Members of the Charter School Commission:

On behalf of the Apple STEM Network in North Central Washington, I am writing to pledge my full support for Pinnacles Prep Charter School and the leadership of founders: Sara Rolfs, and Rick Wray, and Principal Jill Fineis, three of our region's strongest advocates for equity and inclusion in education.

The Apple STEM Network is a regional coalition to expand STEM and Career Connected Learning opportunities for youth, through the development of leadership, scale of innovative programs, and alignment of stakeholders around common vision and data. Over the last 5 years, we've been working alongside community stakeholders, educators, industry professionals, and government leaders to help youth connect to promising futures through the growing number of STEM and Career Connected Learning opportunities. From the very start of this work, these three local leaders have invested time, heart, and talents in countless ways.

Sara Rolfs is a stalwart advocate for youth in our region to have hands-on learning opportunities that inspire curiosity. Sara can frequently be found behind the scenes working for the betterment of our community through education. She recently brought together educational leaders for a TEDx Ed conference. She supported the development of contextualized curriculum to connect students to natural resources through the development of the *Forest Classroom* curriculum, which included a fire science experience for students. Sara worked with Rick to bring a series of documentaries to the region to spur conversations about education and worked alongside Jill to develop field experiences for each grade-level for the Wenatchee School District.

Jill Fineis was one of the founding leaders who established our regional STEM Network. In her role with the Wenatchee School District, Jill was at the heart of a transformative way of teaching science education. Through the series of field experiences, and the introduction of Ambitions Science teaching methods, students in the region are learning through inquiry, and several educators are finding renewed passion in teaching.

Rick Wray has been a community catalyst and has a whole-hearted approach to driving innovative change in our community. Rick has a gift for bring partners together with a shared vision. He has been integrally involved in the development of community resources like the Pybus Market, or most recently, the Mercantile shared-workspace. Rick has a heart for bringing people together through technology, innovation and education.

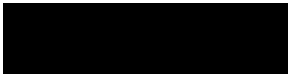


This team of leaders has taken time to develop a vision and an operational plan for Pinnacles Prep Charter School. They recruited a Board of Directors that reflect their mission and values and the School Leadership and Design fellowship provided the tools and expertise to put their plans on the right track. These founders have hosted countless community listening sessions to check in on developing ideas. I had the opportunity to participate in the STEM education listening session, and provide critical feedback. I am pleased to see that they continue to revisit community stakeholder groups as plans come together. Their planning model has truly exemplified their values: partnership, collaboration, community, diversity, equity, and inclusion.

The Wenatchee Valley is blessed to have a wealth of talented educators and passionate community leaders who are devoted to building a strong educational system for our youth, but despite our deep rooted commitment, we are not yet meeting the needs of *all* students, and our data consistently demonstrates a divide. If we do not take steps to address inequities through innovation, our outcomes will not improve.

I believe that Pinnacles Prep is a step towards different outcomes for students, and I am confident that that this team, alongside their Board of Directors, will bring the innovative designs, phenomenon-and-project-based learning models, and equity-based guiding principles that I've seen them consistently put to practice over the last 5 years of our work together. I believe that Pinnacles Prep will give many underserved families and students of Wenatchee an option to build a bright future through personalized education.

With great respect,


Dr. Sue Kane
Co-Director, Apple STEM Network
40 Olds Station Rd.
Wenatchee, WA 98801
www.applestemnetwork.org



January 21, 2020

To whom it may concern:

It is my pleasure to write a letter in support of the application being submitted by Pinnacles Prep.

I am currently the program director for the Mathematics, Engineering, Science, Achievement (MESA) program at Wenatchee Valley College (WVC). Our mission is to advocate for access, equity, and education in STEM. MESA increases recruitment, retention, and transfer success rates for underrepresented groups in STEM fields including Latinx, African American, Native American, Pacific Islanders, and women students.

WVC is the only higher education institution in its 10,000 square mile service district covering North Central Washington, including Chelan, Douglas, and Okanogan counties. It is predominately a rural, socio-economically depressed region with one of the lowest educational attainment levels in Washington State. Over the past twenty years, regional demographics have shifted to represent a large Latinx population. OSPI data shows that over the years, the opportunity gap for our Latinx student population has widened. For example, while 89.1% of White students graduated from the Wenatchee School District in 2019, 81.3% of Latinx students graduated in the same class. In terms of student performance, the gap is even more evident. In 2019, 53.3% of White students earned a score high enough to meet state standards in mathematics, while only 23.5% of Latinx students met state standards during the same year. Opportunity gaps shown in English Language Arts (ELA) scores are equally concerning, with 71.2% of White students and 38.0% of Latinx students meeting state standards.

The MESA program connects WVC students with employers in the region through internships, job shadowing, and site visits. While we have been able to connect our students to opportunities in the local STEM industry, it is evident that Latinx professionals in STEM careers are underrepresented in the technology and entrepreneur fields. A recent report by Washington State University's IMPACT Center that evaluated technology and innovation development in the Wenatchee Valley identified unmet personnel needs in technology, health care, and data analytics fields. No current data is available regarding Latinx STEM professionals in Wenatchee, nevertheless, it can be inferred that the local STEM industry reflects national trends. A community-based approach is needed to attract and retain more Latinx professionals to our region.

I foresee that Pinnacles Prep's core values of Diversity, Equity, and Inclusion combined with community-based efforts will close opportunity gaps and provide the support needed for more of our Latinx students to find successful STEM college and career pathways.

Sincerely,

Karina R. Vega-Villa, PhD

WVC MESA Program Director

Section 2: Attachment 3: Community Engagement Meeting List

Date	Contact(s)	Organization
4.01.17	Kimberly Mitchell	Co-Founder Inquiry Partners
6.06.17	Rekha Bhatt	WA Association of Charter Schools
6.16.17	Karen Rutherford	Independent and community ed leader Pacific Charter School Development Group
7.18.17	James Heugas	City of Wenatchee
8.15.17	Steve King and Allison Williams	Superintendents WSD
8.16.17	Jon Dejong and Brian Flones	Chelan County PUD
8.23.17	Steve Wright	Wenatchee World
8.31.17	Rufus Woods	State Representative & Ed Committee
9.05.17	Rep. Mike Steele	Coordinator Our Valley Our Future
Sept 6, 2017	Steve Maher	Community Foundation of NCW
Sept 7	Beth Stipe and Denise Sorom	City of Wenatchee
Sept 7	Mayor Frank Kunz	Apple STEM Network
Sept 11	Sue Kane	WSD 246
Sept 14	Flones and DeJong 2.0	Wenatchee City Council Member
Sept 15	Ruth Esparza	Director 21st Century Learning Grants
Sept 21	Carolyn Bugert	Joyful Scholars Montessori School
Sept 22	Cara and Annie, Cofounders and Directors	WA Association of Charter Schools
Sept 28	Rekha Bhatt	Raza Development Fund
Sept 28	Amanda Sanchez	COO and CEO of Impact PS
Sept 28	Noah Wepman	ED Numerica PAC, former educator
10.03.18	Matt Cadman	ED of Teach for America
10.20.17	Tony Byrd	potential house candidate
11.16.18	Dr. Ann Diamond	Core Team
12.01.18	Our Valley, Our Future	WA Student Achievement Council
12.14.18	Dr. Gene Sharratt	ESD
1.05.18	Ann Stewart	COW Diversity Council
2.17.18	Paula	Parent to Parent
2.28.18	Erin King-Luce	WVC Math Faculty
2.28.18	Kerin Keyes	FMS Teacher
2.08.18	Arlando Lara	Small Business owner/ Columbia PTO
2.08.18	Tyler Russell	SOAR Coordinator 9th Grade
1.31.18	Gaby Fernandez	CEO Stemilt Growers/Board River Academy
2.02.18	West Mathison	Big Picture Schools
2.02.18	Jeff Petty	Independent and community Ed leader
2.14.18	Karen Rutherford	Wenatchee HS AP English teacher
2.27.18	Chris Cloke	WSD 246 Superintendent
3.16.18	Brian Flones	WHS French Teacher/Teacher of the year
3.20.18	Jon Magnus	WSD 246 School board Pres and VP
3.23.18	Dr. Michele Sandberg & Sarah Knox	FMS Teacher & SOAR Coord
5.24.18	Arlando & Jessica Lara	Retired Educator
5.25.18	Karen Rutherford	

5.29.18	Dave Riggs & Sue Ellen Harris	Retired educators
5.29.18	Allison Williams & Steve King	City of Wenatchee
5.30.18	Terry Valdez	Retired teacher/pro artist
6.05.18	Rufus Woods	publisher emertius/meddler
6.06.18	Erin Luce-King	Parent 2 Parent SPED group
6.12.18	Various	Friends of WSD
6.12.18	Taunya Brown	Orchard Middle School Principal
6.14.18	Arlando, Jessica & Karen	Core team
6.27.18	Cary Simmons	Trust for Public Land
6.28.18	Methow Park Community Group	Parque Padrinos/TPL
6.28.18	Katie Paulie	Advocate/Philanthropist
7.06.18	Mike Steele	Rep/Chelan Chamber
		ran for city council, member of south Wenatchee United Neighborhood association (have identified six neighborhood priorities - learn more)
7.21.18	Arianna Farnsworth	TRIO WVC rep - came to Friends WSD mtg
7.13.18	Ivan Valdovinos	
7.20.18	Ivan Palido	WA Elem parent and Latino advocate, coach/future policeman
7.22.18	Mario Reyes	WVC faculty, core member of WSD Friends group
	Kerin Keys WVC recommends	Other WVC faculty members
		St. Joes School
	Mario Cantu	Latinos Unidos
emailed 6.6	Kory Kalahar	Westside High Principal
	Michelle Price	Superintendent NCESD 171
	Travis Kane	5th grade sci - sterling -
	St Joes K-6 school	(leadership, parents. board, priest)
After June	Brad Hawkins	Senator
	Alan Walker	ED Community Action
	Jessica, Gaby, Hillary	SOAR/GEAR UP Coord
	Catholic Community Services	
	Joyful Scholars Leadership	
	Garn Christensen	Eastmont Superintendent
	Glenn Johnson	Cashmere Superintendent
emailed 6.5	Danny Rees & Cary Simmons	TPL - Methow Park
	Matt Lyons	Eastmont SPED
	Chelan School of Innovation	
	Methow Valley Independent Learning Cntr	
	Matt Charlton	Manson Superintendent
	PSCSI - BPL -	
September	Chelan-Douglas Parent 2 Parent	Advisory Board
September	Valley Academy (ends in 10th grade)	Parents, Teachers, Admin

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Date	POC	Organization Name	Name of Attendees(s)
6.12.18	Rick and Sara	Friends of WSD	Dr. Galen Sorom
6.12.18		CFNCW	Denise Sorom
6.12.18			Dave Riggs
6.12.18	Sara	Orchard Middle School	Taunya Brown
6.14.18	Rick	Park City Day School Headmaster	Ian Crossland
6.14.18	Sara	Various	Karen Rutherford
6.14.18	Rick & Sara	FMS Teacher	Arlando Lara
6.14.18	Rick & Sara	SOAR Coord	Jessica Lara
6.18.18	Sara	Community Action Council	Alan Walker
6.19.18	Sara	Stage Kids	Michelle McCormick
6.19.18	Sara	Stage Kids/local artist	Sheryl Smith
6.27.18	Rick	Trust for Public Lands	Cary Simmons
7.5.18	Rick	Parque Padrinos	Teresa Bendito
7.5.18	Rick	Parque Padrinos	Theresa Zapeda
7.5.18	Sara	CAC - Community Center	Alan Walker
7.6.18	Sara	State Legislature	Rep. Mike Steele
7.9.18	Sara	(ex) Eastmont Schools	Matt Lyons
7.10.18	Rick	TRIO @ WVC	Ivan Valdivinos
7.10.18	Sara	CFNCW	Beth Stipe
7.11.18	Rick	WA Charter School Development	James Hugas
7.16.18	Sara	Wenatchee World	Kelli Scott
7.16.18	Sara	Community Choice	Deb Miller
7.17.18	Sara	Rural Alliance	Kevin Jacka
reschedule	Sara	none	Karla Mullins
7.19.18	Sara	Former school board member	Jennifer Talbot
7.19.18	Sara	general citizen/FRWC	Jerry Holm
7.23.18	Rick	Foundry 10 in Seattle	
7.30.18	Sara	grant writer - NOLA	Pam Stewart
7.30.18	Sara	Stage Kids	Michelle McCormick

Date	POC	Organization Name	Name of Attendees(s)
7.30.18	Sara	Stage Kids	Cheryl Cox
7.31.18	Rick	"S. Wenatchee Latinx young leaders"	Teresa Bendito
7.31.18	Sara	City of Wenatchee	Allison Williams
7.31.18	Sara	City of Wenatchee	Steve King
7.31.18	Rick	Washington Charter School Development	James Heugas
8.1.18	Sara	LINK Transit	Selina Danko
8.2.18	Sara	Westside High School	Kory Kalahar
8.8.18	Rick	TPL/WVC	Teresa Bendito
8.8.18	Rick	CFEC candidate	Liz Rivera
8.8.18	Rick	Wenatchee City Councilwoman/Attorney	Ruth Esparza and daughter Fancy
8.9.18	Sara	WSD Culinary Arts	Betty Palmer
8.9.18	Sara	Hand in Hand Immigration	Norma Gallegos
8.20.18	Sara	Children's Home Society	Ale Gonzalez
9.20.18	Sara	WenEA	Kris Cameron Etc
8.24.18	Sara	Local Artist/Ret. Teacher	Terry Valdez
9.14.18	Sara	SOAR/GEAR UP	Gaby Fernandez
9.14.18	Sara	Chelan County PUD	Mario Cantu
8.21.18	Sara	WSD Science Coord	Jill Finies
8.23.18	Sara	AZ Charter Alum/ board member	Karla Soto Mullins
8.24.18	Sara	Orchard Middle School	Taunya Brown
9.4.18	Rick	TPL	Liz Riveria
9.6.18	Rick	WVC - CAMP	Yuritzi Lozano
9.14.18	Sara	SOAR/GEAR UP	Gaby Fernandez
9.19.18	Sara	OMS - WSD 246	Taunya Brown
9.20.18	Sara	WenEA/Eastmont Union leadership	Teacher Unions Leadership
9.20.18	Sara	Terry Valdez	Terry Valdez
Reschduled	Rick	CAFE	Alma and Jorge Chacon
9.28.18	Sara	Hand in Hand Immigration	Norma Gallegos and

Date	POC	Organization Name	Name of Attendees(s)
			Gustavo
10.11.18	Sara	SOAR	Gaby & Liz - Focus Groups
10.8.18	Sara	Community Choice	Deb Miller
10.11.18	Sara	After School Programs Coord (21st Century)	Maura Danforth
rescheduled by sunny	Rick	School Board	Sunny Hemphill
10.18.18	Rick	CAFE	Alma & Jorge Chacon
10.30.18	Rick	Westside High School	
11.8.18	Sara & Rick	General Public	
11.19.18	Sara	ASAP - after school for OMS PIO	Joanna Alvarado & Demerey Moore
11.20.18	Sara	COW Parks and Rec Comish meeting	Commission & Sara
11.27.18	Sara	iFiber TV	Rick, Sara & Chris Hanson
11.30.18	Sara	personal/COW	Anna Alvarez
12.3.18	Sara	City of Wenatchee	Frank, Allison, Karen and Sara
12.4.18	Sara	Wenatchee High School	Eric Anderson
12.11.18	Sara	community/parents/business	Andrew & Sarah Zabroski
12.13.18	Sara	ASAP - PIO focus Group	15 students Grades 6-8
12.19.18	Sara/Karen	COW/Rec to Tech	Karen, Allison, Steve, Ron
1.4.19	Sara	Parks and Rec COW	Dave Erickson & Sara
1.4.19	Sara	COW - Rec to Tech	Allison, Sara, Karen
1.14.19	Sara/Karen	Rec To Tech/Digital Harbor	Allison, Karen, Sara, Becca, COHORT
1.15.19	Sara	NCESD/Apple STEM	Sue Kane
1.15.19	Sara	Stage Kids	Michelle McKormick
1.17.19	Sara	COW/NCRL/PP	Karen, Luke, Allison, Rick, Sara
1.18.19	Rick	ESD/Governor's Office/AESD	Gene Sharrat, Rick, Karen, Mat, Terry
1.21.19	Rick/Sara	Parque Padrinos	20 neighborhood residents

Date	POC	Organization Name	Name of Attendees(s)
1.29.19	Rick	OMS - SEL download	Adele, Rick, Sara
1.29.19	Sara	CDCAC Comm Needs Assessment. ED group	WVC, WSD, Eastmont, 0-3 ESD
1.30.19	Sara	NCESD 171	Michelle Price
1.30.19	Sara	Wenatchee Art Education Assoc	Roster Artists x 11
1.8.19	Mat	WSU Ext	Jeanine Butler and Jill Finies
1.12.19	Liz	Dispute Resolution Center	Liz, Rick
2.21.19	Sara/Karen	Rec 2 Tech	35 community Members, Andrew Coy
2.21.19	Sara	Rec 2 Tech and Board	Terry, Karla, Sara, Andrew Coy, Allison Williams - COW, Steve King COW, Ron Brown - GWATA
2.25.19	Sara	Chan Zuckerberg Initiative	Julie Robertson
2.27.19	Liz	CAFE	32 + Liz and Sara
3.4.19	Sara	Chelan Douglas Republican Women	Karla, Rick, Sara and 56 CDRW
rescheduled	Terry V	Douglas Co. Retired Teachers Assoc.	retired teachers
3.12.19	Rick	local lawyer	Kellen Norwood
3.27.19	Sara	Numerica/Finance ed nonprofit	Jessi Mendoza
Rescheduled	Sara	NCW Democrats	Suellen Harris
4.22.19	Sara	Parque Padrinos	
5.7.19	Terry	Douglas Co. Retired Teachers Assoc.	Karen and Terry
5.10 & 5.11	Liz	UNA	25+ residents
6.4.19	Rick	local lawyer	Kellen Norwood
6.11.19	Rick	Banker and community activist	Jessie Mendoza
7.1.19	Sara	Rec to Tech Cohort	Allision, Steve, Heather, Walter, Jenny
7.10.19	Sara	Terry Valdez	Terry Valdez
7.11.19	Sara	NCRL/WPL	Heather and Luke
7.11.19	Sara	Chelan County PUD	Mario Cantu
7.16.19	Sara	WAEC	Selina

Date	POC	Organization Name	Name of Attendees(s)
7.16.19	Sara	community member/	Angelica Vasquez
7.16.19	Sara	CC PUD	Mario Cantu
7.17.19	Jill	Wenatchee School District	Amber Birks, Jill Fineis
7.18.19	Jill	OSPI	Jeanine Butler
7.30.19	Sara	WVC/ Wenatchee School District School Board	Karina Vega Villa, Jill, Sara, Rick
7.30.19	Karen	Cordell Neher	Brenda Alcala
7.31.19	Sara	City of Wenatchee	Sara, Allison, Steve
7.25.19	Sara	City of Wenatchee	Allison, Steve, Karen, Sara
7.31.19	Sara	Fiber to Methow Park group	Mario Cantu, Theresa Zepeda, Wilma Cartagena, Sara
8.1.19	Sara	City of Wenatchee	Sara, Allison, Steve
8.8.19	Sara	Wenatchee Valley College	Stacy, Tod, Rick, Sara
8.22.19	Sara	WSD 246	Dr. Paul Gordon, Diana Haglund, Rick & Sara
8.27.19	Sara	COW - Rec to Tech	Allison, Sara
9.3.19	Sara	COW, GWATA, NCRL Rec to Tech	Allison, Heather, Jenny, Sara, Mayor Kuntz
9.4.19	Sara	State Legislature	Senator Brad Hawkins, Rick & Sara
9.4.19	Sara	FED Tech Ass Grant - Comm. Kitchen	various
9.5.19	Rick	Columbia Valley Community Health	Manuel Navarro, Blake Edwards
9.10.19	Rick	Wenatchee Valley College	Lisa Dodgen and Annie Douglas
9.13/14	Sara	Fiestas Mexicanas	community
9.13.19	Sara	Laura Jaecks	
9.16.19	Rick	Entrepreneur	Walter Thorn
9.30.19	Sara	COW Parks and Rec	Caryl Andre
10.2.19	Sara	Wenatchee Row & Paddle Club	Susan Valaas
10.3.19	Rick	School Board Candidate	Meleisa Tigard
10.7.19	Sara	Parque Padrinos	Flora, Teresa B , Teresa

Date	POC	Organization Name	Name of Attendees(s)
			Z, Sara
10.8.19	Sara	Eastmont School District	Garn Christensen
10.8.19	Sara	general community member	Gustavo Montoya
10.14.19	Sara	Parque Padrinos	Flora, Liz, Sara, Norma, Teresa Z
10.14.19	Sara	NCESD	Trisha Schock and Sara
10.18.19	Sara	Children's Home Society	Alejandra Gonzalez
Rescheduled		Group	NCW Democrats
11.7.19	Sara	NCRL	Heather & Luke, Jill
11.2.19	Sara	Parque Padrinos	Sara, Flor, Tyler, Andrew
11.12.19	Jill	NCESD 171	Michelle Price
11.15.19	Jill	Wenatchee Naturalist	Susan Ballinger
11.19.19	Rick	Representative	Mike Steele
11.20.19	Sara	comm member	Terry Valdez
11.21.19	Jill	Westside High School	Kory Kalahar
11.21.19	Jill	WVC - WSD	Maria Iniguez
11.22.19	Sara	Joyful Scholars Parents	Carrie Hunt Walker
11.24.19	Sara	art donors	Kristi Buhr
11.25.19	Sara	Parent	Mario Cantu
12.2.19	Sara	NCW Democrats	Suellen Harris
12.3.19	Jill	Wenatchee School District 246	Paul Gordon
12.5.19	Sara	Wenatchee Food Bank	Chris and Stacy Creek
12.5.19	Sara	Chelan Douglas Literacy Council	Alan Walker & Anwen
12.3.19	Jill	Wenatchee River Institute	Jill, Carolyn Griffin-Bugert, Rebecca
12.5.19	Sara	Wenatchee Valley Chamber of Comm	Shiloh Burgess
12.9.19	Sara	WVCC/East Wenatchee	Jerrilea Crawford
12.9.19	Rick	Parque Padrinos	Teresa Bendito
12.10.19	Rick	WVC	Stacy Luckensmeyer
12.12.19	Sara	City of Wenatchee	Dave Erickson, Rick and Sara

Date	POC	Organization Name	Name of Attendees(s)
12.23.19	Sara	City of Wenatchee	Brooklyn Holton
1.6.20	Sara	LINK Transit	Eric West
1.8.20	Sara	COW Parks & Rec	Caryl Andre
1.9.20	Sara	Superintendents Chelan/Douglas Co.	Isamel Vivanco - Orondo & Palisades, Michelle Price - NCESD 171, Matt Charlton - Mason, Glenn Johnson - Cashmere, Barry DePaoli - Chelan, Garn Christensen - Eastmont, Paul Gordon - Wenatchee, Jill Finies & Rick Wray & Sara Rolfs - Pinnacles Prep, Mark Caples - Entiat
1.9.20	Rick	City of Wenatchee	COW Planning Team
1.9.20	Sara	Parque Padrinos	12 members
1.17.20	Sara	OVOF Conversation	Paul Gordon, Diana Haglund, Jill & Sara
1.29.20	Sara	WSD 246/PP/OVOF	
1.22.20	Sara	Valley Academy of Learning (ALE)	Julie Banken
1.22.20	Sara	PP FACE Committee	Flora, Karla, Andrew, Tina, Sara
1.23.20	Sara	Wenatchee Homeschoolers	
1.28.20	Rick	City of Wenatchee	Rick, Jill, Sara and Mayor Frank Kunz
2.7.20	Sara	Central Lions Club	

Section 2: Attachment 3: Community Design Sessions and Artifacts

**PLEASE JOIN US
CHARTER SCHOOL COMMUNITY MEETING**

Wenatchee's first charter public school, applying to open in 2021 and serving middle and high school students, is hosting a community forum to share our preliminary vision and collect community feedback about what makes a great school. Please join us so your voice can be heard. Light dinner will be served and activities for kids will be provided

When: November 8, 6:00-7:30pm

Where: Wenatchee Community Center (504 S. Chelan St.)

If you have questions, or can't attend and would like to be notified about future school opportunities, contact Lizbeth Rivera at [REDACTED]

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POR FAVOR ÚNASE JUNTA COMUNITARIA SOBRE ESCUELA CHARTER

La primera escuela Charter pública de Wenatchee, propuesta a abrir en el 2021 y cuál servirá a estudiantes de la secundaria y preparatoria tendrá un foro comunitario para revelar nuestra visión preliminar y para recibir contribución comunitaria sobre lo que hace una escuela buena. Por favor reúnase con nosotros para que su voz pueda ser escuchada. Una cena será proveída al igual habrán actividades para niños.

Cuándo: 8 de Noviembre, de las 6:00pm-7:30pm

Dónde: Centro Comunitario de Wenatchee (504 S. Chelan St.)

Si tiene preguntas, o no puede atender pero le gustaría recibir nota de futuros eventos con la escuela, contacté a Lizbeth Rivera, a



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La primera escuela Charter pública de Wenatchee, propuesta a abrir en el 2021 y cuál servirá a estudiantes de la secundaria y preparatoria tendrá un foro comunitario para revelar nuestra visión preliminar y para recibir contribución comunitaria sobre lo que hace una escuela buena. Por favor reúnase con nosotros para que su voz pueda ser escuchada. Una cena será proveída al igual habrán actividades para niños.

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Dónde: Centro Comunitario de Wenatchee (504 S. Chelan St.)

Si tiene preguntas, o no puede atender pero le gustaría recibir nota de futuros eventos con la escuela, contacté a Lizbeth Rivera, a





Convivio de los Padrinos del Parque
Parque Padrinos Gathering
21 de Enero del año 2019 a las 6 de la tarde
January, 21st 2019 at 6 pm

THE
TRUST
FOR
PUBLIC
LAND

AGENDA

1. Bienvenida/ Welcome
2. Resena Historica de Martin Luther King, Jr. / History of Martin Luther King Jr.
3. Sintetizar el ano 2018 / 2018 Recap
 - Actualización de Recaudación de Fondos/ Fundraising update
 - Pueden contribuir en línea e invitar a otros apoyar el proyecto/ Online Giving Campaign : support.tpl.org/methowpark
4. Planeación para el nuevo año 2019/ 2019 Work Plan
5. Invitados/ Guest Speakers
 - Lizbeth Rivera Estrada- Family and Community Engagement, Pinnacle Charter School
 - Teresa Mata-Cervantes- Network Support Services Program Support, Action Health Partners

Gracias a la Madrina Sra. Alejandra por la rica cena de esta noche.
Thank you to the Madrina Sra. Alejandra for tonight's dinner.

Gracias a todos! **Siguiente convivio: 18 de Febrero.**

Thank you to everyone! **Next gathering: February 18**

Anuncios/ Announcements:

Grupo de lectura bilingüe/ Bilingual Book Club -Contacten a Carin Smith



Charters 101
26 September 2019
Community Center

Agenda

5:30 - 5:45 - Gather, snacks and settling in.

Name Tags, Sign in sheet

Kids to Wenatchee Public Library Activity

5:45 - 6:20 - Intro by Pinnacles team - Karla & Sara

Community Intros

Charter 101 - Franki and Derek – power point

6:20 – 7:10 - Pinnacles Prep 101 – Jill

Vision of PP and what sets us apart -*refer to one pager*

Small group work – *Looping*

Uniforms

Supplemental Programming

Individual Report Out: *What are we missing?*

7:10 – 7:30 - Q & A



Charters 101

26 septiembre 2019

El Centro de la Comunidad

Agenda

5:30 - 5:45 – Comida Y Refrescos

Etiquetas de nombre, Hoja de inicio de sesión

Niños a la Biblioteca Pública de Wenatchee

5:45 - 6:20 - Introducción del equipo – Karla y Sara

Introducción comunitaria

Charter 101 - Franki and Derek – Información Charter Presentación

6:20 – 7:10 - Pinnacles Prep 101 – Jill- Información de Pinnacles Prep

Visión del PP y lo que nos diferencia – refiérase a la pagina

Trabajo en grupo pequeño

Uniformes

Looping

Programación Suplemaria

Informe individual: ¿Que nos falta?

7:10 – 7:30 - Q & A



July 2018	Pinnacles Prep Team Accepted into Washington State Charter School Association's <i>School Leadership & Design Fellowship</i> , guaranteeing support for a two-year pathway
September 2018	Start-up Board of Trustees established
November 2018	Recognized at Lead Partner for two action items for Our Valley, Our Future
May 2019	Hired Jill Fineis as Founding Principal
September 2019	Founding Board of Trustees established Family and Community Engagement (FACE) Committee established
October 2019	Facilities Committee established
February 2020	Deadline for submitting charter application to Washington State Charter School Commission
April 2020	Pinnacles Prep Board Capacity Interview with Commission
May 2020	Pinnacles Prep Public Forum in Wenatchee (with Commission in attendance)
June 2020	Commission issues decision on Pinnacles Prep charter application

If Charter Application Approved

September 2020	Charter Contract is signed
Sept '20 – June '21	Start-up year hiring core staff and training, facility acquisition & remodel.
August 2021	On-boarding camp for incoming staff, students and families
September 2021	Pinnacles Prep opens doors to founding Grades 6-7 students
September 2022	Year 2 of operation begins – Pinnacles Prep expands to serve Grades 6-8*

*One grade will be added each year until Pinnacles Prep reaches full 6-12 capacity




Presentation Slides




PINNACLES PREP

What sets us apart?




¿Qué nos distingue?




Mission

- Embracing equity and inclusion, Pinnacles Prep's mission is to celebrate teaching and learning by offering a personalized learning experience that prepares all students to succeed in college, career, and in their communities




Misión

Incluyendo igualdad y inclusión, la misión de Pinnacles Prep es celebrar la enseñanza y el aprendizaje ofreciendo una experiencia de aprendizaje personalizada que prepare a todos los estudiantes para tener éxito en la universidad, la carrera y en sus comunidades



Vision

Pinnacles Prep cultivates curious, confident, and self-directed students and graduates culturally sensitive students of conscience



Visión

Pinnacles Prep cultiva estudiantes curiosos, seguros y autodirigidos y gradúa estudiantes con conciencia sensible sobre todas las culturas



Community Demand

- Wenatchee Learns
- imagine South Wenatchee
- Wenatchee School District Facilities Committee
- Our Valley Our Future



Demanda comunitaria

- Wenatchee aprende
- Imagina el Sur de Wenatchee
- Comité de Instalaciones del Distrito Escolar de Wenatchee
- Nuestro Valle Nuestro Futuro



Diversity Equity and Inclusion Practices

- Community created organizational framework describes what DEI looks like in action throughout our school
- DEI Study Team
- Course on identity and social justice



Diversidad Prácticas de Igualdad e Inclusión

- El marco organizacional creado por la comunidad describe cómo se ve DEI en acción en toda nuestra escuela
- Equipo de estudio de DEI
- Curso de identidad y justicia social



Mentorship Program / Social-Emotional Curriculum

- Mentors forge meaningful relationships with students for daily for academic support throughout their 3 or 4 MS/HS years.
- Mentors meet with their group weekly for deeper SEL focused topics.
- Mentors are the main point of contact for students and families.



Programa de Mentoría / Currículo Social-Emocional

- Los mentores forjan relaciones significativas con los estudiantes a diario para obtener apoyo académico durante sus 3 o 4 años de MS / HS.
- Los mentores se reúnen semanalmente con su grupo para temas más profundos enfocados en SEL. Los mentores son el principal punto de contacto para estudiantes y familias.



PINNACLES PREP

Place-Based Education Design Principles

- Community as classroom
- Local to global context
- Learner centered
- Inquiry based
- Design thinking
- Interdisciplinary approach



PINNACLES PREP

Principios de diseño de educación basada nuestro lugar

- Comunidad en la clase
- Contexto local y global
- Centrado en el alumno
- Consulta basada
- El pensamiento de diseño
- Enfoque interdisciplinario



PINNACLES PREP

Exceptional Teaching

- Great teaching is our most valuable asset for closing the opportunity gap.
- Over the course of a given school year our faculty will participate in approximately 330 hours, the equivalent of 41 days of staff development in order to achieve our goals.



PINNACLES PREP

Enseñanza excepcional

- La buena enseñanza es nuestro recurso más valioso para cerrar la brecha de oportunidades
- En el transcurso de un año escolar, nuestra facultad participará en aproximadamente 330 horas, el equivalente a 41 días de desarrollo del personal para lograr nuestras metas



PINNACLES PREP

Small Groups



PINNACLES PREP

Grupos pequeños



PINNACLES PREP

What Are We Missing?



PINNACLES PREP

¿Qué nos falta?



PINNACLES PREP

Q & A



PINNACLES PREP

Preguntas y Respuestas



PINNACLES PREP

Thank you for your input!



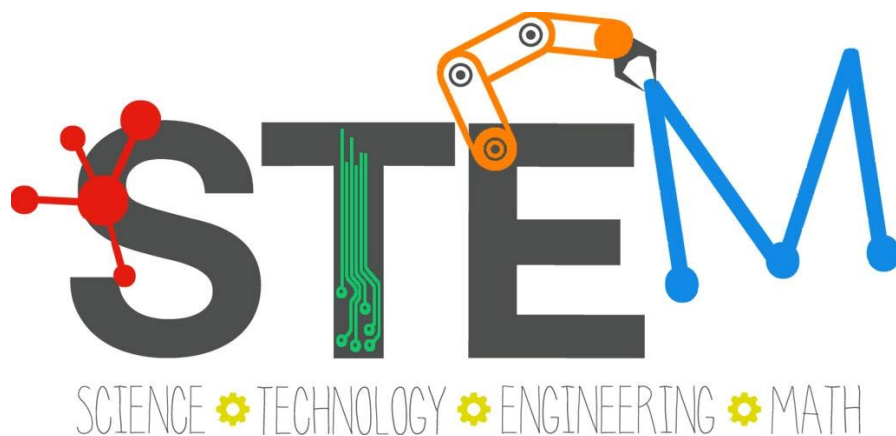
PINNACLES PREP

¡Gracias por su aporte!

Uniforms								
Yes	Undecided	No						
13	3	0						
~Interest in uniforms from latinx community								
~Students like the idea of belonging								
~Easier for parents, can pass them down to other students and modesty, professionalism								
Closes the income gap								
limits (a bit) of bullying								
focuses on school								
logo on clothes connected to school								
increases discipline (laundry)								
eliminates barrier to attendance								
identifies student while out in the city								
Allows for responsibility and ownership								
builds a sense of pride for school and themselves & their community								
**Can there be a flexible uniform policy? - follow colors not specific bands or outfit??								
Not paid for								
responsibility for students								
flexibility? Personalization?								
no decisions								
flattens social hierarchy								
Cost? Opportunity Cost								

Community Design Session #1									
9.26.19									
Looping									
Yes	Undecided	No	Comments						
13	3	0							
18	0	1	No: If mentoring is verticaal(Yes if not)						
***Notes from small group discussion									
~ Great idea									
~having a teacher that students can connect with a great asset									
~in Eastmont the teachers greet students at the door									
~Looping woud provide a constant & help students									
~Mentoring is very important **									
~Middle School is a pivotal and large change from elem. A vulnerable age									
~what is the argument against Looping?									
~What happens if there is a strained student/teacher relationship?									
Pros				Cons					
deep relationship building				hard on teachers					
allows teachers to teach & students to actually learn				professional development					
research shows it supports 'at risk' students				teacher burnout					
promotes personal & Academic growth				teachers leaving is even more impactful					
high school - more personalized letters of rec				teachs would need to know all the subjects					
??What happens if a teacher and student don't get along? What's your process?									
Can Mentorship supplement looping? (Instead of having both)									
Mentors for highschool									
Build relationships in Middle/High School									
Helps resolve behavioral issues									
less time on learning curves (less time on classroom mangement)									
Make consistent, fewer choices - more time on learning									
Do we need choice for students? If they cannot connect with a teacher									
Can better manage student readiness									
Differentiality -easier personalization									
deeper understanding									

A	B	C	D	E	F	G	H
Community Design Session #1							
9.26.19							
Supplemental Programming							
Activity	Most Important	YES	Comments				
Tutoring	5	9					
Activities for credit	1	3	Community activities				
Media Arts		10					
Music	6	12					
Hiking		6					
biking		5					
sports	1	6					
cooking		7					
Adult Activities	4	8	partnering with neighborhood and local nonprofits				
Health Clinic	1	6	Please use model schools, try not to make it only about distributing condoms				
Technology	2	7					
entrepreneur club	3	6					
MakerSpace	1	7					
Boating/crew		3					
Summer camps		6					
OTHER							
Home Ec/Sewing							
American History							
Language							
Debate							
art							
**** Notes from small group discussion							
WOULD THESE BE IN SCHOOL DAY OR EXTRACURRICULAR?							
Music - mariachi (during day)							
Sports - traditional sports, soccer							
Tutoring							
PE							
Folklorico Dancing **							
Opt in to sports with other schools							
Civics, History, Social Studies *							
bilingual classes, multiple languages							
Sewing, community already has machines							
Leverage relationships with other programs							
Driving Classes							
Fine Arts/Visual Arts							
Drama/Theater department							
Activities or programs focused on different cultures - those representing PP students							
Art & Music - a must							
Afterschool culture clubs							
Foreign Language requirements							



29 octubre en el Centro de Comunidad (504 S. Chelan)

5:30 – 7:00

¿Qué es exactamente la educación STEM?

¿Cómo me beneficia a mí / a mi hijo?

¿Qué puedo hacer con una educación STEM?

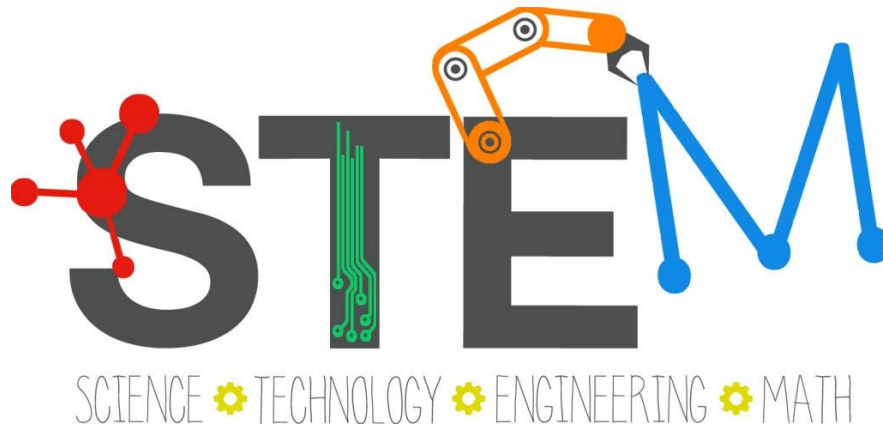
¿Qué beneficios hay para las carreras STEM?

Únase a los expertos locales para examinar estas preguntas y proporcionar información de diseño para la programación de Pinnacles Prep.

Ideas compartidas por: Apple STEM Network, Wenatchee Valley College, GWATA.

Snacks ligeros y actividades para niños.





October 29 to the Community Center (504 S. Chelan)

5:30 - 7:00

What exactly is STEM education?

How does my child benefit me?

What can I do with a STEM education?

What benefits are there for STEM races?

Join local experts to examine these questions and provide design information for Pinnacles Prep programming.

Ideas shared by: Apple STEM Network, Wenatchee Valley College, GWATA.

Light snacks and activities for children.





Rutas STEM: Universidad, Carrera y Comunidad

29 octubre 2019

Centro Comunitario

- 5:30 - 5:45 Reúnanse, meriendas y acomódense
Etiquetas de nombre, hoja de inicio de sesión - Sara
- Actividad de la Biblioteca Pública de Kids - Rebecca
Fotomatón LINK - Selina
- 5:45 - 6:00 Introducción por el equipo de Pinnacles Prep - Jill
Introducción a la comunidad
Por qué conversación STEM
- 6:00 – 6:40 GWATA Video y Tom Arnold
Apple STEM Network Sue Kane
Wenatchee Technical Skills Center Kim Anderson
Wenatchee Valley College MESA Karina Vega Villa
Wenatchee Valley College STEM Club Amanda Jeffries
- 6:40 – 7:00 Trabajo en grupos pequeños
Informe individual: ¿qué nos estamos perdiendo?
- 7:00- 7:15 Preguntas y respuestas





STEM Pathways: College, Career & Community

29 October 2019

Community Center

Agenda

5:30 - 5:45 - Gather, snacks and settling in.

Name Tags, Sign in sheet

Kids to Wenatchee Public Library Activity

5:45 - 6:05 - Intro by Pinnacles team - Karla & Sara

Community Intros

Why STEM conversation

6:05 – 6:50 – Wenatchee Valley College MESA	Karina Vega Villa
Wenatchee Valley College STEM Club	Amanda Jeffries
Apple STEM Network	Sue Kane
GWATA	Tom Arnold
Wenatchee Valley Tech Center	Kim Anderson

Small group work

Individual Report Out: *What are we missing?*

7:10 – 7:30 - Q & A



FEEDBACK FROM SMALL GROUP WORK: STEM PATHWAYS

Small Groups:

1. **In School** STEM Pathways/ Courses-- Based on the conversations we've had tonight, What are the most important STEM pathways or courses we should have available for students? What is **required** for all/ what are important **electives**?

- Constant change in STEM Fields
- Local business that are stem aligned courses with career connections
- Latino kids going to warehouses where their parents work to see the Stem connections
- Good mentorships/relationships/ friendships to stem partners
- High expectations for Latinos
- All kids take certain courses
- Traveling for STEM to make broader connections to interdisciplinary "Disney/Nordstroms" etc.
- All kids take certain high-level STEM courses
- Digital Citizenship is essential
- Cyber security, resiliency
- Parent involvement- because parents who are not educated need to be involved
- Computer, and internet access at home (not everyone has it)—Which makes jill think we need a Helping Hands grant for families to get them internet access while their children are in school at Pinnacles.
- Adaptive Tech
- ID STEM Jobs w the exact pathway for each
 - CTE state has outline for 76 pathways to the skillset in a cluster-
 - Have students choose the pathways and add to their ILP, connecting these paths to the local industry
- Clearly define these pathways
- Social network for these pathways
- Bilingual instructors and Mentors
- Girls who code
- A test to allow them to explore/discover their interests in STEM and expose them to careers
- TEALS- 2023 Grad requirement ask Sue Kane about this.
- Coding should be required for all students
- AVID
- Soft skills of group problem solving
- Practical application of academic learning

2. **After School**-- Pinnacles is committed to providing after school activities for all kids, not just Pinnacles students-- What STEM opportunities do you think are important for all kids in the after-school setting?

- Girls who code
- Junior leadership program
- Academic Language opportunities
- VEX
- Adult opportunities
- Makerspace is essential to help the neighborhood

3. **Summertime Opportunities: What summer activities would be important opportunities for all kids?** ex: 3-week K-12 MESA (Math Engineering Science Achievement) Camp?

- Internships in a STEM field
- MESA summer camp
- Natural Resource organizations as partners
- Travel out of Valley- Bill and Melinda Gates Foundation, Museum of Flight, etc.
- Bus tour- "Mom/Dad and me STEM Tours" but would have to work around Cherry Picking and other seasonal workers
- Transportation access to activities- Link Transit, or bussing of some sort
- Camps like WVMCC – too expensive and transportation hurdle. Want something similar at the Community Center



Hour of Code y Posadas

12.19.19

Community Center

Agenda

5:30 Set up

6:00 HOC starts

Ozobots

Egg bot ornaments

7:00 HOC raffle and wrap up

7:05 Posada - A brief explanation on the tradition of posadas and instructions for the re-enactment.

7:10 Divide those wishing to participate in the re-enactment into two groups and direct them where to go.

One group will be walking outside and will represent the people who need a place to stay. The other group will represent the innkeepers and will remain inside.

7:30 End of re-enactment and begin social time with a pinata and aguinaldos (goodie bags) that kids take home.

7:45 Ponche and pan dulces- time for socializing and festive music.

8:30 Posada wrap up

8:30 Clean up





COMMUNITY-WIDE DISCUSSION

QUALITY & EQUITY IN SCHOOLS



Join the Wenatchee School District and Pinnacles Prep Charter School for an Our Valley, Our Future community-wide discussion about increasing the quality of education in our region and how to meet the needs of all students, so they are successful in school and life.

Discussion Questions:

What attributes do we want our high school graduates to have? (Skills, mindsets, etc.)

How does race affect the quality of a child's education?

How do we remove barriers to success so that all children have access and opportunity to a quality education?



This event is generously supported by a grant from Confluence Health.

January 29, 2020

6:00-7:30 PM

**Wenatchee Valley Museum
127 S Mission St, Wenatchee.**

Light refreshment provided
Spanish translation services available



CHARLA COMUNITARIA

CALIDAD E INGUALDAD EN NUESTRAS ESCUELAS

Únase al Distrito Escolar de Wenatchee y a la Escuela Charter Pinnacles Prep para una charla comunitaria de Nuestro Valle, Nuestro Futuro sobre el aumento de la calidad de educación en nuestra región y cómo satisfacer las necesidades de todos los estudiantes, para que tengan éxito en la escuela y la vida.

Preguntas de discusión:

¿Qué atributos queremos que tengan nuestros graduados de preparatoria? (Habilidades, mentalidades, etc.)

¿Cómo afecta la raza a la calidad de la educación de un niño?

¿Cómo eliminamos las barreras al éxito para que todos los niños tengan acceso y oportunidad a una educación de calidad?



Este evento cuenta con el generoso apoyo de una beca de Confluence Health.



29 de enero de 2020

6:00-7:30 PM

**Museo del Valle de Wenatchee
127 S Mission St, Wenatchee.**

Aperitivos proporcionados
Servicios de traducción en español
disponibles



Expanding education to serve all!

Greetings,

Thank you again for attending the Jan. 29 community conversation on quality and equity in education at the Wenatchee Valley Museum and Cultural Center. The **Wenatchee School District** and the proposed **Pinnacles Prep Charter School**, with the help of Our Valley Our Future, wanted to recap what was learned and to outline next steps.

The highest performing educational systems are those that combine quality with equity. They give all children opportunities for an excellent education. In 2016, the Our Valley Our Future / Nuestro Valle Nuestro Futuro collaborative nonprofit organization identified a need to “expand conversations about educational quality and equity,” as part of a regional strategic plan to improve the standard of living for folks while addressing the region’s toughest challenges. This effort is listed in Our Valley Our Future’s Action Plan under the Learn 1.5 / Community Conversation on Educational Quality action item.

(For a copy of the OVOF Action Plan, [please click here.](#))

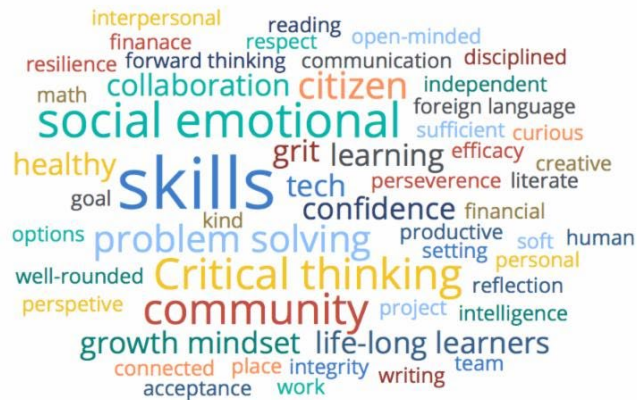
Leaders from the Pinnacles Prep Charter School and the Wenatchee School District came together to start the conversation on quality and equity by hosting the Jan. 29 discussion at the Wenatchee Valley Museum and Cultural Center. The goal that night was to hear from diverse community voices on some foundational questions: What attributes do we want our high school graduates to have? How does race affect the quality of a child’s education? How do we remove barriers to success so that all children have access and opportunity to quality education?

We had more than 70 individuals attend this first conversation and weigh in on these three questions in World Café style table discussions. Comments were collected from these

STRATEGY I					
New Educational and Community Facilities		Develop community facilities that advance Our Valley's commitment to education for all.			
LEARN 1.1	New School Facilities	Finance and construct new school facilities incorporating state-of-the-art programs and technology in needed locations to meet the demands of a growing population.	1.1	YES	YES
LEARN 1.2		LEAD PARTNERS: Wenatchee School District, Eastmont School District, Pinnacles Prep, Wenatchee Valley College			
LEARN 1.3	Modernized Wenatchee Public Library Facility	Renovate or rebuild the Wenatchee Public Library to meet the growing needs of Our Valley and its changing population.	1.3	YES	YES
LEARN 1.4		LEAD PARTNERS: Friends of the Wenatchee Public Library			
LEARN 1.5	Major redesign of the Wenatchee Valley Museum & Cultural Center	Conduct a major redesign of the Wenatchee Valley Museum & Cultural Center as a major regional and national attraction.	1.5	YES	YES
LEARN 1.6		LEAD PARTNERS: Wenatchee Valley Museum & Cultural Center			
LEARN 1.7	Fresh Water Aquarium	Explore the feasibility of developing a major fresh-water aquarium facility at Rocky Reach Dam.	1.7	YES	YES
LEARN 1.8		LEAD PARTNERS: Chelan County PUD			
LEARN 1.9	Community Conversation on Educational Quality	Expand conversation about educational quality and equity.	1.9	YES	YES
LEARN 1.10		LEAD PARTNERS: Pinnacles Prep, Wenatchee School District			
LEARN 1.11	New Facilities for Higher Education	Construct new facilities at Wenatchee Valley College—including a new Video Hall and a Center for Technical Education and Innovation. Utilize public financing and community support to build these facilities and to meet the growing demands of local industries and the economy.	1.11	YES	YES
LEARN 1.12		LEAD PARTNERS: Wenatchee Valley College, WVC Foundation, Chelan County Emergency Operation Center			
LEARN 1.13	New East Wenatchee Library	Build a new East Wenatchee Public Library facility to meet the growing needs of our valley and its changing population, specifically addressing the need for community meeting spaces, programming for all ages, and the integration of new technology.	1.13	YES	YES
LEARN 1.14		LEAD PARTNERS: North Central Regional Library System, City of East Wenatchee, East Wenatchee Friends of the Library			

conversations and compiled into word clouds to reveal themes and better organize the findings. The word cloud for each of the three questions are listed below.

What attributes do we want our high school grads to have?



How does race affect the quality of a child's education?



How do we remove barriers to success?



This first conversation validated Our Valley Our Future's original work, indicating how important it is to have these discussions. As we look toward the future, the Wenatchee School District and Pinnacles Prep will continue to expand the conversation of quality and equity in education and will work to share information with other school districts and communities in North Central Washington.

Pinnacles Prep continues to infuse their proposed model with community feedback, such as information and insights gleaned from this conversation. Pinnacles Prep will continue to meet with community based organizations and individuals to co-create another public school option for middle and high school.

The **Wenatchee School District** believes creating equitable educational experience is paramount to its work. The school district will continue to expand the conversation on equity and quality by engaging with various stakeholder groups to better understand how the district can support students and families so that regardless of personal or social circumstances such as gender, ethnic origin, or family background, all students can achieve their educational potential.

Regards,
Sara Rolfs, Rick Wray and Jill Fineis, Pinnacles Prep
Paul Gordon, Wenatchee School District

OUR VALLEY OUR FUTURE / NUESTRO VALLE NUESTRO FUTURO
info@ourvalleyourfuture.org



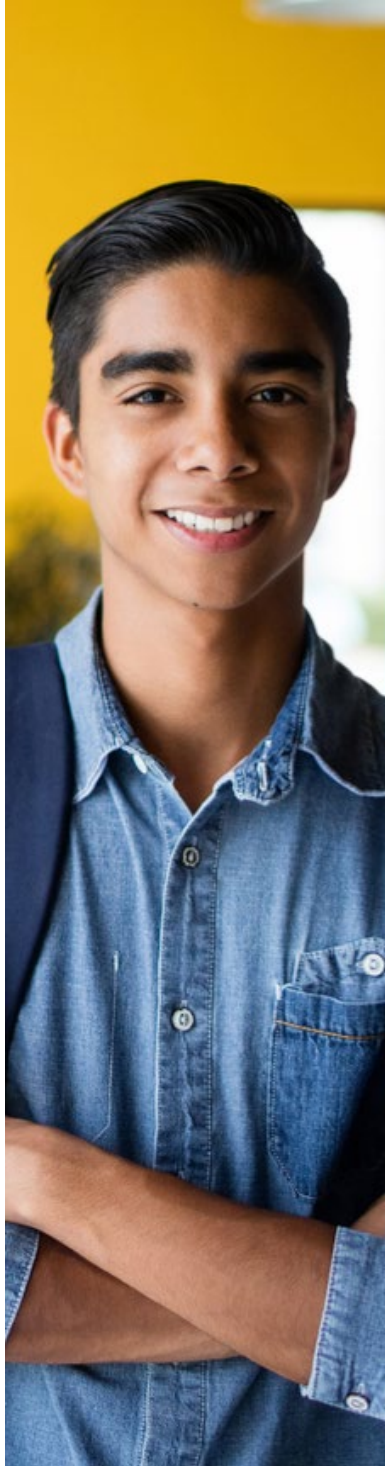
PINNACLES PREP CHARTER
PUBLIC SCHOOL

REIMAGINING THE SCHOOL EXPERIENCE



A proposed middle and high
school to open in Wenatchee
in the fall of 2021





OUR MISSION

Embracing equity and inclusion, Pinnacles Prep's celebrates teaching and learning by offering a personalized learning experience that prepares all students to succeed in college, career, and in their communities.

WE BELIEVE

- In whole child learning
- In exceptional teaching
- In rigorous & relevant curriculum
- In transformational mentors
- In meaningful family engagement
- In diversity, and honoring the cultures that comprise our school and community

We'd love to share more about our innovative school vision. Find us online at www.pinnaclesprep.org or by email at pinnaclesprep@gmail.com.



PINNACLES PREP ESCUELA
PÚBLICA CHARTER

IMAGINAR DE NUEVO LA EXPERIENCIA ESCOLAR



Una escuela intermedia y
secundaria propuesta en abrir
las puertas en Wenatchee en
el otoño de 2021





NUESTRA MISIÓN

Adoptar por completo la equidad y la inclusión de todo estudiante, en Pinnacles Prep celebramos la enseñanza y el aprendizaje al ofrecer una experiencia de aprendizaje personalizada que prepara a todo estudiante para el éxito en la universidad, la carrera y en sus comunidades..

CREEMOS

- En el aprendizaje integral del niño
- En la enseñanza excepcional
- En programas de estudio rigurosos y relevantes
- En mentores que transforman a nuestros estudiantes
- En la amplia participación familiar
- En honrar la diversidad cultural que se encuentra en nuestra escuela y nuestra comunidad

Nos encantaría compartir más sobre nuestra innovadora visión escolar. Encuéntrenos en línea en www.pinnaclesprep.org o por correo electrónico a pinnaclesprep@gmail.com.



Outreach and Marketing Collateral: Banners

**A PROPOSED CHARTER PUBLIC
MIDDLE AND HIGH SCHOOL
OPENING FALL 2021**



PINNACLES PREP
SMALL SCHOOL
BIG IDEAS

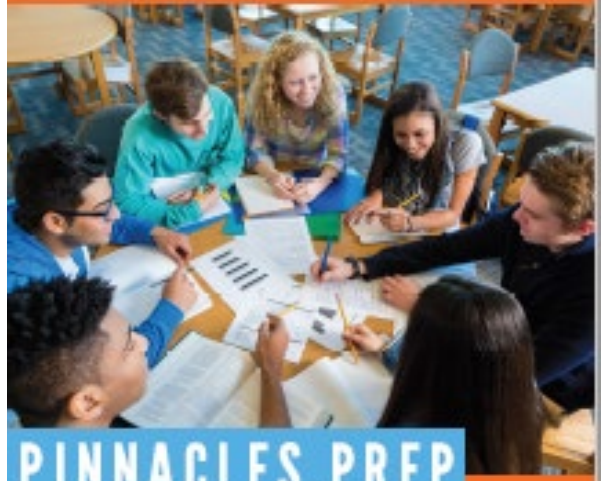
**A STUDENT-CENTERED
CULTURE BUILT AROUND**

- DIVERSITY, EQUITY, AND INCLUSION
- SOCIAL AND EMOTIONAL LEARNING
- PLACE-BASED LEARNING



PINNACLES PREP


**UNA PROPUESTA DE
APERTURA DE ESCUELAS
PÚBLICAS PARA SECUNDARIA
Y PREPARATORIA OTOÑO 2021**



PINNACLES PREP
UNA ESCUELA PEQUEÑA
CON GRANDES IDEAS

**UNA CULTURA CENTRADA EN
EL ESTUDIANTE CONSTRUIDA
EN BASE**

- DIVERSIDAD, EQUIDAD, E INCLUSIÓN
- APRENDIZAJE SOCIAL Y EMOCIONAL
- APRENDIZAJE BASADO EN COMUNIDAD



PINNACLES PREP

Section 2: Attachment 3: Community Survey Data

Wenatchee Learns – Wenatchee School District Strategic Planning outreach

11 Changes Conversation Findings

August 15, 2012

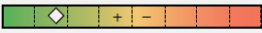
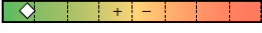
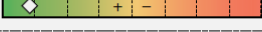
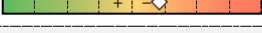

Background

A year's worth of conversation with our whole community in Wenatchee related to learning – moving from a macro view of who we are and what we are about and leading to a more micro view of what our future holds and how to get there – culminated in a survey asking the community, students and district staff to weigh in on *11 Changes for a Better Future* (listed below and throughout this document).

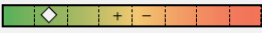
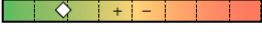
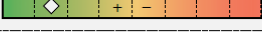


Executive Summary of Findings

Community input on the *11 Ideas for a Better Future* shows a strong mandate for change in general, strong alignment between groups, low levels of uncertainty and fairly high levels of excitement. Year Round School is an outlier; while many respondents felt strongly in favor of the idea, many others felt the opposite. On balance, the general feeling is slightly opposed. Another outlier is More Parent Engagement, an idea strongly supported by adults and highly unpopular with middle and high school students.

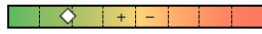

Designing Our Education Delivery System of the Future

Students learning at their own best pace?	 HIGH	mandate for action, some uncertainty
Students exploring career paths?	 VERY HIGH	universal mandate for action
Hands on project learning?	 VERY HIGH	universal mandate for action
Year round school?	 VERY LOW	strong and widely varying perspectives
More positive learning environments?	 HIGH	mandate for action, strong parent support

Tapping the Power of Our Whole Community

Skilled volunteering opportunities?	 HIGH	intuitive sense of value across groups
Citizens mentoring students?	 HIGH	good support; students less confident
Partnering with businesses?	 HIGH	community and district well aligned
(ADULTS) More parent engagement?	 VERY HIGH	help parents understand student needs
(STUDENTS) More parent engagement?	 VERY LOW	help students understand parent value

Using Technology to Enhance Learning

Electronic tablets for learners?	 HIGH	success contingent on citizen education
Internet enhanced learning?	 HIGH	solid support, some confusion

South Wenatchee is comprised of primarily Latinx and migrant families. These neighborhoods are also impacted by significantly lower rates of high school graduation, and for those that graduate, state figures show dramatically higher rates of required post-secondary remediation (65%). Education is identified as a top priority for the South Wenatchee neighborhood. The community identifies three priorities that we have incorporated into our model:

- Parents want to build stronger relationship based on good communication between schools and parents.
- School health centers must address problems associated with Adverse Childhood Experiences (ACEs).
- Increase education attainment by increasing graduation rates and securing post-secondary education.
- Explore the Community Center to offer opportunities for education and skill development. Such opportunities could include activity space similar to makerspaces.

There is also summary data from the community surveys listed below that provide evidence of community interest in an alternative education model and in the proposed program.



Community Focus and Priorities

Community Focus and Priorities

The broad goal for communities is improving the “quality of life” for people. That goal is too general to support systematic decision-making. Quality of life has many dimensions; therefore, this broad goal must be parsed into sub-goals. The categories of these sub-goals for planning are similar across jurisdictions and generally involve increasing economic prosperity, environmental quality, public safety, and amenities in a cost-effective way.

The following proposed six focus areas are based on what was heard at community meetings and subsequent joint commissions and boards. An important outcome of this planning effort was recognition of the crossover that actions have between these interest areas. Thus, all actions should be deliberately performed in a cross-sector approach by engaging a wide range of interests.



Arts, Culture, and Recreation



Economic Vitality



Education and Learning



Health and Human Supports



Transportation and Infrastructure



Public Safety

Community Focus and Priorities

Education

Why It's Important for South Wenatchee:

Education supports individuals in developing their cognitive abilities, critical thinking, and technical skills throughout their life. These assets strengthen the entire community and create new opportunities for individuals to improve their lives.

Community Priorities

- Create better access to adult life skills education classes (more flexibility in schedules, better information on options, improved transportation options, and cost assistance). Community members feel there is a real need to help people with basic life skills, financial literacy, and family supports.
- Find ways to expand opportunities for after-school education and recreation programs available to children—especially for children from disadvantaged backgrounds.
- Parents want to build stronger relationships based on good communication between schools and parents.
- There is a desire to invest in marketable labor skills via expanded access to science, technology, and vocational training for young and older adults.
- Capitalize on South Wenatchee's artisan heritage to promote skills development and work ethic.
- School health centers must address problems associated with Adverse Childhood Experiences (ACEs).
- Increase education attainment by increasing graduation rates and securing postsecondary education in terms of technical training, certificates, apprenticeships, and continuing education.
- Explore the community center to offer opportunities for education and skill development. Such opportunities could include activity space similar to makerspaces.

- **Our Valley, Our Future – 2014** – Over 1,500 residents participated in this community survey and identified many education priorities that were incorporated into a regional strategic plan. Pinnacles Prep instructional framework is rooted in several of the identified priorities including hands-on learning, culturally competent leadership, and educational equity for residents in South Wenatchee.

Page 44 of the Our Valley, Our Future 2019 Action Plan

STRATEGY 1

New Educational and Community Facilities

Develop community facilities that advance Our Valley's commitment to education for all.

<1 YR 1-2 YRS 3-5 YRS 5+ YRS

LEARN 1.1

New School Facilities

Finance and construct new school facilities incorporating state-of-the-art programs and technology in needed locations to meet the demands of a growing population.

LEAD PARTNERS: *Wenatchee School District, Eastmont School District, Columbia Prep*



LEARN 1.2

Modernized Wenatchee Public Library Facility

Renovate or rebuild the Wenatchee Public Library to meet the growing needs of Our Valley and its changing population, specifically addressing the integration of new technology, community education programs, and community meeting spaces.

LEAD PARTNERS: *Friends of the Wenatchee Public Library*



LEARN 1.3

Major redesign of the Wenatchee Valley Museum & Cultural Center

Conduct a major redesign of the Wenatchee Valley Museum & Cultural Center as a major regional and national attraction, highlighting the valley's unique natural history story, including the epic ice floods, prehistoric Clovis people, and the valley's industries and work ethic.

LEAD PARTNERS: *Wenatchee Valley Museum & Cultural Center*



LEARN 1.4

Fresh Water Aquarium

Explore the feasibility of developing a major fresh-water aquarium facility at Rocky Reach Dam.

LEAD PARTNERS: *Chelan County PUD*



LEARN 1.5

Community Conversation on Educational Quality

Expand conversation about educational quality and equity.

LEAD PARTNERS: *Columbia Prep*



- Pinnacles Prep – 2018 – Community Outreach Reports** - The consensus of 226 respondents identify the desire for more middle and high school options in our community. Pinnacles Prep leadership gleaned key priorities from this survey to find our vision for culture and instructional design.

Combined Feedback														
Concept	Orange NCRL	Green 3.19.18	Orange OVOF	Green 7.18	Fiestas Mex 2018	Westside	UNA	Pioneer	PP 1.21	WAEC	Cherry 20	FM 2019	Survey Monkey	
Prepared for College	8	0	1		65	6	9			2	2	15	91	198
100% Graduation Rate	1	0	1		47	6	1			7	2		63	
Equitable Expectations/Rigorous Coursework	6	1			31	4	4			1	0	16	47	186
Family Engagement	6	0	1	1	54	0	5			2	4	8	69	156
Whole Child/ Social & Emotional	7	2		2	64	11	1			14	5	10	101	
Place Based Education	6	1				x x	x	x		0 x			7	100
Project Based Learning	9	1	3		25	3	3			4	5		48	182
Self-Paced/Student Centered	7	0				x x	x	x		x		8	7	106
Subject Mastery	7	3	2			x x	x	x					12	
Personalized	6	4	1	1	31	11	2			6	1	18	62	
Strong Adult Mentorship	14	0			32	2	3			2	5	7	53	129
Diverse, High Quality Faculty	11	1	3	1	32	4	2			3	3	9	57	
Bilingual Instruction	x	x	x	x	48	1	2			10		9	61	0
	595	88	13	12	5	429	48	32	0	51	27	100	678	1057


What makes a great school?	Focusing on careers	Staff's relationship with students
	Good teacher	Smaller classes
	SEL	A lot of activities
	Community helpers	Staff
	Creativity	Great teachers
	Class size ?	Nice teachers
	Playground with slide	Project based
	Principles	Small classes
	Teachers	Projects
	Student being able to do what they want and more opportunities	
	Nice people, good teachers ?	
	New teachers, isn't biased, different learning?	
	Options for students to work at their own pace	
	A school that represents the demographics and multicultural aspects of the students they serve. Has a welcoming environment and flexible and innovative ways to connect with students family and community	

What makes a great school?	Focusing on careers	Staff's relationship with students	What makes a good school is math and art
	Good teacher	Smaller classes	Marimba
	SEL	A lot of activities	Communication between faculty, parents
	Community helpers	Staff	Showing team work
	Creativity	Great teachers	Everyone understands
	Class size ?	Nice teachers	Teaching staff that is student focused
	Playground with slide	Project based	Doing things not just reading about it
	Principles	Small classes	Plan B and C college
	Teachers	Projects	Every student learns with their own style0
	Student being able to do what they want and more opportunities		Teachers doing the best they can to help students succeed
	Nice people, good teachers ?		Good teachers that actually teach you in the way you need
	New teachers, isn't biased, different learning?		Needs good communication with students, parents. teachers
	Options for students to work at their own pace		
	A school that represents the demographics and multicultural aspects of the students they serve. Has a welcoming environment and flexible and innovative ways to connect with students family and community		

How can our schools improve?	Get learning done	No bullying	Shorter classes-98801
	Patient teachers	Just science	No rules at recess
	? 2 lunches	High school- more class options	Day shorter
	Safety-98801	Better/nicer teachers	More student input
	Smaller classes	More recess	Lunches
	Practical application	More hands-on learning	"Teaching staff is terrible" 98802
	Access to more music programs	Schools within the schools (Woodburn School/Put. OR)?	
	That students are prepared for jobs after graduating	Be more patient with families(No discrimination)	
	Teach all schools different languages	Don't pass students through just for higher graduation rate. Need to LEARN.	
	Prepared for work OR college	Keys for locker instead of combo	
	Self paced learning intervention and enrichment	Crowded! We have portables(no space)	
	More 1 on 1 teaching(not enough staff)	Technical learning-learning not just to go to college-to live	
	Technical skills. 4 years isn't for everyone. Traveling. Bullying. Social interactions between students-98815		
	Teachers should care more student experiences not just about ??-98802		
	Some teachers don't care-need more connection with students so they can learn better		
	Elt's More bilingual staff. Bias-dress code. Ethnic targeted Hispanics aren't appreciated.		
	Food options. Diverse books. Adult help- English classes for parents.		
	Help with homework. More activities after 3PM. Attract parents to school		
	Not just bilingual, more multicultural staff who can empathize with students		
	Teachers that look like them-men and POC. Can lead to social and emotional support.		

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Facebook conversation with local Homeschool network – showing demand from that sector

**Sara Rolfs** shared a link.


January 14 at 4:15 PM


I am part of the team working to create the first public charter school in the area. We hope to serve grade 6-12 in a place and project based model. Would love to talk to folks who might be interested in learning more!
[Pinnacles Prep.](#)


PINNACLESPREP.ORG
Pinnacles Prep




Michelle McCormick, Renee Stika Monson and 23 others 27 Comments


 Like


 Comment


 Share




Absolutely interested!


 1


 Like · Reply · 6d




Very interested my son is in 4th grade this year


 1


 Like · Reply · 6d




Very interested. My daughter has been in a project based private school for the last 4 years.

 1

 Like · Reply · 6d



Myself and a couple friends are interested. We have kids who will be entering 6th grade in the fall of

 Like · Reply · 6d

3541&set=gm.2850578881652538&type=3

Like · Reply · 6d



Sara Rolfs Perfect!

Like · Reply · 6d



Sara Rolfs Excited to see all the interest. What is the best way to go about this....should I throw out a couple of days/times and see if we can get a group together?

Like · Reply · 6d



2



Me too

Like · Reply · 6d



1



I'm very interested. I heard about this last year and would love to see this open soon.

Like · Reply · 6d



1



I am just thrilled to see the expansion of educational options in the valley!

Like · Reply · 6d



1



I would love to hear more also. I currently have a 3rd and 6th grader.

Like · Reply · 6d



1





Sara Rolfs Does Next Thursday, the 23rd work? 10, Noon or 1?

  🙌 Sara Rolfs nice work!

Like · Reply · 6d

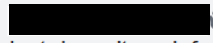


  How long for the meeting? 1pm for this household

Like · Reply · 6d


👉 View 5 more replies



 🙌 Soooooo interested!! Current school model just doesn't work for my square peg!!


Like · Reply · 6d



 would love to hear more

Like · Reply · 6d



 Interested in learning more...


Like · Reply · 6d



 Interested

Like · Reply · 5d



 Interested!


Like · Reply · 5d



 Interested!

Like · Reply · 5d



 🌟 Sara Rolfs, have you put your notice into the school's newsletters as well?


Like · Reply · 3d



 🌟 Dylan Trefethen Spradlin

Like · Reply · 3d



 Interested!

Like · Reply · 1d



 I would love more info on this as well

Like · Reply · 1d

Section2: Attachment 3: Newsletters

August 2019



Hello!

As our community gears up for the new school year and rolls into the Fall, we want to update you on our progress.

We have hired Jill Fineis as our Founding Principal and have expanded our Founding Governance Board. We are thrilled with our diverse, passionate and skilled team that is dedicated to creating a charter public school that addresses needs identified by our community. For details on our team, please visit www.pinnaclesprep.org

THE BASICS

What is Pinnacles Prep?

Pinnacles Prep is a proposed charter public school.

We are currently applying for a charter and hope to be approved to open in the Fall 2021.

What is a Charter School?

In Washington State, all charter schools are free, public and open to all students by choice.

What Grade Levels?

Middle and High School ages (6-12).

We anticipate opening with grades 6 & 7 – so current 4th and 5th graders.

What is different about Pinnacles Prep?

Pinnacles Prep will offer a smaller school environment that fosters close, equitable connections that allows for students to succeed in a rigorous environment.

Pinnacles Prep is committed to strong family engagement and ensuring the whole family is able to thrive. Pinnacles Prep is focused on Place Based Education and Project Based Learning.

Keep up to date on our outreach activities and follow our progress on Facebook and Instagram.

SAVE THE DATE: Community Conversation on Sept 26th from 5:30 – 7:30 at the Community Center at 504 S. Chelan

TOPIC: *Charters 101, basic information about charter schools.*

Light snacks will be provided. Wenatchee Public Library will also be there with a robotics activity for kids.





A medida que nuestra comunidad se prepara para el nuevo año escolar y llega el otoño, queremos informarle sobre nuestro progreso.

Hemos contratado a nuestra Directora Fundadora, Jill Fineis y hemos ampliado nuestra Junta de Gobierno Fundador. Estamos encantados con nuestro equipo que son diverso, apasionado y calificado que se dedican a crear una escuela pública autónoma y reconocen las necesidades en nuestra comunidad. Para obtener detalles sobre nuestro equipo, visite www.pinnaclesprep.org

LOS BASICOS

¿Qué es Pinnacles Prep?

Pinnacles Prep es una escuela pública autónoma propuesta para el año 2021

Actualmente estamos solicitando una carta y esperamos ser aprobados para abrir en el otoño de 2021.

¿Que es una escuela autónoma?

En el estado de Washington, todas las escuelas charter son gratuitas, públicas y abiertas para todos los estudiantes por elección.

¿Qué niveles de grado?

Edad media y secundaria (6-12).

Anticipamos la apertura con los grados 6 y 7, así que los estudiantes actuales de 4to y 5to grado.

¿Qué es diferente sobre Pinnacles Prep?

Pinnacles Prep ofrecerá un ambiente escolar más pequeño que promueve conexiones cercanas y equitativas que permite que los estudiantes tengan éxito en un ambiente riguroso.

Pinnacles Prep se compromete a una fuerte participación familiar y asegurarse que toda la familia pueda prosperar

Pinnacles Prep se centra en la educación basada en el lugar y el aprendizaje basado en proyectos.

Manténgase actualizado sobre nuestras actividades de divulgación y siga nuestro progreso en Facebook e Instagram.

GUARDE LA FECHA: Conversación comunitaria el 26 de septiembre de 5:30 a 7:30 en el Centro comunitario en 504 S. Chelan

TEMA: Charters 101, Información básica sobre escuelas Charter

Se tendrá aperitivos ligeros.

La biblioteca pública de Wenatchee también estará disponible para proporcionar actividades para los niños.



OCOTOBER 2019



PINNACLES PREP

THANK YOU!

We were thrilled with our September Community Design Session. We received valuable feedback on supplemental programming, looping, and uniforms. Thank you for those

This month's community design session is about [STEM PATHWAYS: College, Career and Community](#).
Tuesday, October 29th 5:30 - 7:00ish at the Community Center. Light Snacks and kid activities.
Huge thanks to GWATA, Apple STEM, WVC - MESA and STEM Club for partnering on programming.

We have a busy month ahead of us - come join us!

OCT 26th - we are supporting [Parque Padrino's Make A Difference Day project](#)

NOV 2nd - [Dia de los Muertos at the Community Center](#). Face painting with Martha, Marisol and Nicole (WAEC).

DEC 19th - [Hour of Code & Posada](#). We are excited to partner with Parque Padrinos and Apple STEM to combine an Hour of Code event with a traditional Mexican Posada

¡GRACIAS!

Estábamos encantados con nuestra sesión de diseño comunitario de septiembre. Recibimos valiosos comentarios sobre programación complementaria, bucles y uniforme:

La sesión de diseño de la comunidad de este mes trata sobre CAMINOS DE STEM: Colegio, Carrera y Comunidad.

Martes 29 de octubre 5:30 - 7:00 en el Centro Comunitario. Snacks ligeros y actividades para niños.

Muchas gracias a GWATA, Apple STEM, WVC - MESA y STEM Club por asociarse en la programación.

Tenemos un mes ocupado por delante, ¡únete a nosotros!

26 DE OCTUBRE - [estamos apoyando el proyecto del Día para Hacer la Diferencia de Parque Padrinos](#)

2 DE NOVIEMBRE - [Dia de los Muertos en el Centro Comunitario](#). Pintura facial con Martha, Marisol y Nicole (WAEC).

DICIEMBRE 19 - [Hora del Código y Posada](#). Estamos entusiasmados de asociarnos con Parque Padrinos y Apple STEM para combinar un evento de Hora de Código con

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Our mailing address is:
pinnaclesprep@gmail.com

November 2019

A Note from Jill

As the founding principal for Pinnacles Prep, my first goal is to serve students and families who are being left behind in this big system that wasn't designed to serve them in the first place. I'm passionate about creating an inclusive space where all kids matter, where all voices are heard equitably and where we expand the definition of success.

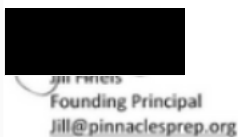


One size does not fit all - I know this because I barely graduated high school myself; not because my teachers weren't loving and kind, but because the history of public education in our country was built as a factory model and for those of us who don't fit a mold, who don't conform, and who aren't seeking to be compliant to things without relevance, will struggle.

My hope is that we can work together to elevate ALL kids in our valley, through multiple options. As Cory Booker recently stated in an article for the New York Times:

"...we can't continue to fall into the trap of dismissing good ideas because they don't fit into neat ideological boxes or don't personally affect some of the louder, more privileged voices... These are not abstract issues for many low-to-middle-income families, and we should have a stronger sense of urgency, and a more courageous empathy, about their plight."

The Pinnacles Leadership Team is excited and humbled by the work we are doing to create another middle and high school option for the families of our valley, which stands on a foundation of Diversity, Equity and Inclusion; Place-Based Learning; and Social Emotional Supports.



Jill Pinnacles
Founding Principal
jill@pinnaclesprep.org

STEM Pathways: College, Career, and Community

Thank you to our presenting partners: GWATA, Apple STEM Network, and the WVC - MESA Program. We had a lively discussion and some great input for our instructional design plan. As Sue Kane eloquently stated:

"Every student deserves to feel like they are needed, valued, and critical to solving a problem. I believe that STEM education gives students that opportunity. The perspective that a student brings to a problem is uniquely theirs, no one else holds the same piece of the puzzle, and if we present students with real-world problems to tackle in school, they will conjure real-world solutions in a way that no one else could."



Upcoming Events

Hour of Code & Posada

December 19, 2019

6:00pm - 9:00pm

Community Center

504 S Chelan St, Wenatchee



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pinnaclesprep@gmail.org

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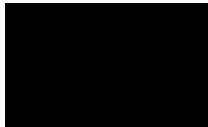
PINNACLES PREP

A Note from Jill

Happy Holidays to everyone! As I reflect on this year, I am so very grateful for the community support and input into our school design. This process is truly a labor of LOVE and it takes a village. I'm looking forward to continue the conversation about educational equity and quality in the New Year!



¡Felices fiestas a todos! Al reflexionar sobre este año, estoy muy agradecido por el apoyo y la contribución de la comunidad al diseño de nuestra escuela. Este proceso es realmente un trabajo de AMOR y se necesita una aldea. ¡Espero continuar la conversación sobre equidad educativa y calidad en el Año Nuevo.



A Note from Rick

It's been a fantastic year meeting with students, parents, and community partners as Pinnacles Prep continues to hone it's instructional vision based on the needs and desires of the local community. We're eager to submit our formal charter application to the Charter School Commission in Olympia in the new year and continue to engage the community and prospective founding families. Please reach out to Jill, Sara, or I, or any of our committed volunteer board members, if you're interested in learning more about our mission and timeline. Enjoy your holiday season!



Ha sido una reunión de año fantástico con estudiantes, padres y socios de la comunidad, ya que Pinnacles Prep continúa perfeccionando su visión educativa basada en las necesidades y deseos de la comunidad local. Estamos ansiosos por presentar nuestra solicitud de estatuto formal a la Comisión de Escuelas Autónomas en Olympia en el nuevo año y continuar involucrando a la comunidad y las posibles familias fundadoras. Comuníquese con Jill, Sara o yo, o con cualquiera de nuestros miembros voluntarios comprometidos de la junta, si está interesado en obtener más información sobre nuestra misión y cronograma. ¡Disfruta de sus vacaciones!

Hour of Code y Posada

We had a fantastic time at our Hour of Code y Posada event! Despite the snow storm, over 50 folks attended. "Honestly this was a unique experience for many of us who do not have access to this type of technology. Many thanks to the Pinnacles school that is working in collaboration with Parque Padrinos. This time it was a real success." - Teresa Zepeda. Thank you Parque Padrinos for your continued collaboration and friendship!

¡Pasamos un tiempo fantástico en nuestro evento Hour of Code y Posada! A pesar de la tormenta de nieve, asistieron más de 50 personas. "Honestamente, esta fue una experiencia única para muchos de nosotros que no tenemos acceso a este tipo de tecnología. Muchas gracias a la escuela Pinnacles que está trabajando en colaboración con Parque Padrinos. Esta vez fue un verdadero éxito". - Teresa Zepeda. ¡Gracias Parque Padrinos por su continua colaboración y amistad!



Upcoming Events / Próximos Eventos

Community Conversation on Education Quality and Equity

January 29, 2020

Time and location TBD

Conversación comunitaria sobre calidad y equidad educativa

29 de enero de 2020

Hora y lugar por determinar



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pinnaclesprep@gmail.org

January 2020



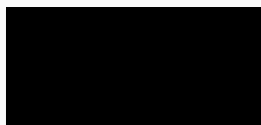
A Note from Jill

This week we all took pause to celebrate the life and work of Dr. Martin Luther King. Dr. King said that we need to put a mass effort in to reeducate ourselves out of racial ignorance. I take that message to heart as we dive deeply into rooting our educational program in Diversity, Equity and Inclusion practices. To that end, **parents and students of Pinnacles Prep will be authors of Key Performance Indicators of what Diversity, Equity and Inclusion looks like in our school.**



With that said, if you are concerned about educational quality and equity for all kids in our valley, please join us January 30th at the Wenatchee Valley Museum and Cultural Center as we dive deeply into important questions around why roughly 50% of the students in our valley are still not succeeding. I look forward to diving into these important questions as hone our instructional model to be the vision of all stakeholders.

*Esta semana todos hicimos una pausa para celebrar la vida y el trabajo del Dr. Martin Luther King. El Dr. King dijo que debemos hacer un esfuerzo masivo para reeducarnos de la ignorancia racial. Tomo ese mensaje en serio mientras nos sumergimos profundamente en arraigar nuestro programa educativo en prácticas de Diversidad, Equidad e Inclusión. Con ese fin, **los padres y estudiantes de Pinnacles Prep serán autores de Indicadores clave de rendimiento de cómo se ve la diversidad, la equidad y la inclusión en nuestra escuela.** Dicho esto, si le preocupa la calidad educativa y la equidad para todos los niños en nuestro valle, únase a nosotros el 30 de enero en el Museo y Centro Cultural Wenatchee Valley mientras nos sumergimos profundamente en preguntas importantes sobre por qué aproximadamente el 50% de los estudiantes en nuestro valle todavía no están teniendo éxito. Espero poder sumergirme en estas preguntas importantes para perfeccionar nuestro modelo de instrucción para que sea la visión de todos los interesados.*



Community Conversation

We are thrilled to have Wenatchee School District join us as a Co-Lead Partners on the *Our Valley, Our Future* action item about *Expanding the conversation about quality and equity in education*. Please join us on January 29th from 6-7 at the Wenatchee Valley Museum and Cultural Center for a dynamic conversation about education.

Conversacion Comunitaria

Estamos encantados de que el Distrito Escolar de Wenatchee se una a nosotros como socios co-lideres en el tema de accion *Nuestro Valle, Nuestro Futuro* sobre la expansion de la conversacion sobre calidad y equidad en la educacion. Unase a nosotros el 29 de enero del 6 al 7 en el Wenatchee Valley Museum and Cultural Center para una conversacion dinamica sobre educacion.



CHABLA COMUNITARIA

CALIDAD E INIGUALDAD EN NUESTRAS ESCUELAS

Unase al Distrito Escolar de Wenatchee y a la Escuela Charter Pinnacles Prep para una charla comunitaria de *Nuestro Valle, Nuestro Futuro* sobre el aumento de la calidad de educacion en nuestra region y como satisfacer las necesidades de todos los estudiantes, para que tengan exito en la escuela y la vida.

Programa de discusion:
¿Que acciones podemos que tengan nuestros graduados de preparatoria? (habilidades, conocimientos, etc.)
¿Como afecta la raza a la calidad de la educacion de un niño?
¿Como eliminamos las barreras al éxito para que todos los niños tengan acceso y oportunidad a una educacion de calidad?

29 de enero de 2020
6:00-7:30 PM
Museo del Valle de Wenatchee
127 S Mission St, Wenatchee.

Aperitivos proporcionados
Servicios de traduccion en español disponibles

Este evento cuenta con el apoyo logístico de Confianza Health



COMMUNITY-WIDE DISCUSSION

QUALITY & EQUITY IN SCHOOLS

Join the Wenatchee School District and Pinnacles Prep Charter School for an *Our Valley, Our Future* community-wide discussion about increasing the quality of education in our region and how to meet the needs of all students, so they are successful in school and life.

Discussion Questions:
What actions do we want our high school graduates to have? (Skills, mindsets, etc.)
How does race affect the quality of a child's education?
How do we remove barriers to success so that all children have access and opportunity to a quality education?

January 29, 2020
6:00-7:30 PM
Wenatchee Valley Museum
127 S Mission St, Wenatchee.

Light refreshment provided
Spanish translation services available

This event is sponsored in part by Confianza Health



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February 2020



PINNACLES PREP

Please join us for **Pinnacles Prep 101** on Tuesday, February 18th. We will be at the NCESD office (430 Olds Station Road) from 6 -7PM. **Come learn how our model has been informed by YOU!!!**

~Come learn about our instructional framework

~A Day in the Life of a Pinnacles Student

~Timeline and proposed enrollment

Únase a nosotros para **Pinnacles Prep 101** el martes 18 de febrero. Estaremos en la oficina de NCESD (430 Olds Station Road) de 6 a 7 PM. **¡Ven a escuchar cómo nos modelo ha sido informado por TI!**

~ Ven y aprende sobre nuestro marco educativo

~ Un día en la vida de un estudiante de pináculos

~ Cronología e inscripción propuesta

Conversacion Comunitaria

Más de 70 personas asistieron a una gran conversación sobre calidad y equidad en la educación el 29 de enero. Este evento fue una colaboración fantástica con el Distrito Escolar de Wenatchee como socios co-líderes en la acción de Nuestro Valle, Nuestro Futuro Cómo Aprendemos 1.5. Gracias por todos los que estuvieron allí. Esperamos continuar la conversación para crear mejoras significativas.



Nube de palabras de respuestas a la pregunta, "¿Qué atributos queremos que tengan nuestras calificaciones de secundaria?"

Word cloud of answers to the question, "What attributes do we want our high school grades to have?"



Community Conversation

Over 70 folks turned out for a great conversation about quality and equity in education on January 29th. This event was a fantastic collaboration with Wenatchee School District as co-lead partners on the *Our Valley, Our Future* action item **How We Learn 1.5**. Thank you for all who were there. We hope to continue the conversation to create meaningful improvements.

STRATEGY 1

New Educational and Community Facilities

Develop community facilities that advance Our Valley's commitment to education for all.

1.1 1.2 1.3 1.4

LEADERS

New School Facilities

Finance and construct new school facilities incorporating state-of-the-art programs and technology in needed locations to meet the demands of a growing population.

LEAD PARTNERS: Wenatchee School District, Eastmont School District, Columbia Prep



LEADERS

Modernized Wenatchee Public Library Facility

Renovate or rebuild the Wenatchee Public Library to meet the growing needs of Our Valley and its changing population, specifically addressing the integration of new technology, community education programs, and community meeting spaces.

LEAD PARTNERS: Friends of the Wenatchee Public Library



LEADERS

Major redesign of the Wenatchee Valley Museum & Cultural Center

Conduct a major redesign of the Wenatchee Valley Museum & Cultural Center as a major regional and national attraction, highlighting the valley's unique natural history story, including the epic ice floods, prehistoric Clatsop people, and the valley's industries and work ethic.

LEAD PARTNERS: Wenatchee Valley Museum & Cultural Center



LEADERS

Fresh Water Aquarium

Explore the feasibility of developing a major fresh-water aquarium facility at Rocky Beach Dam.

LEAD PARTNERS: Okanogan County PUD



LEADERS

Community Conversation on Educational Quality

Expand conversation about educational quality and equity.

LEAD PARTNERS: Columbia Prep



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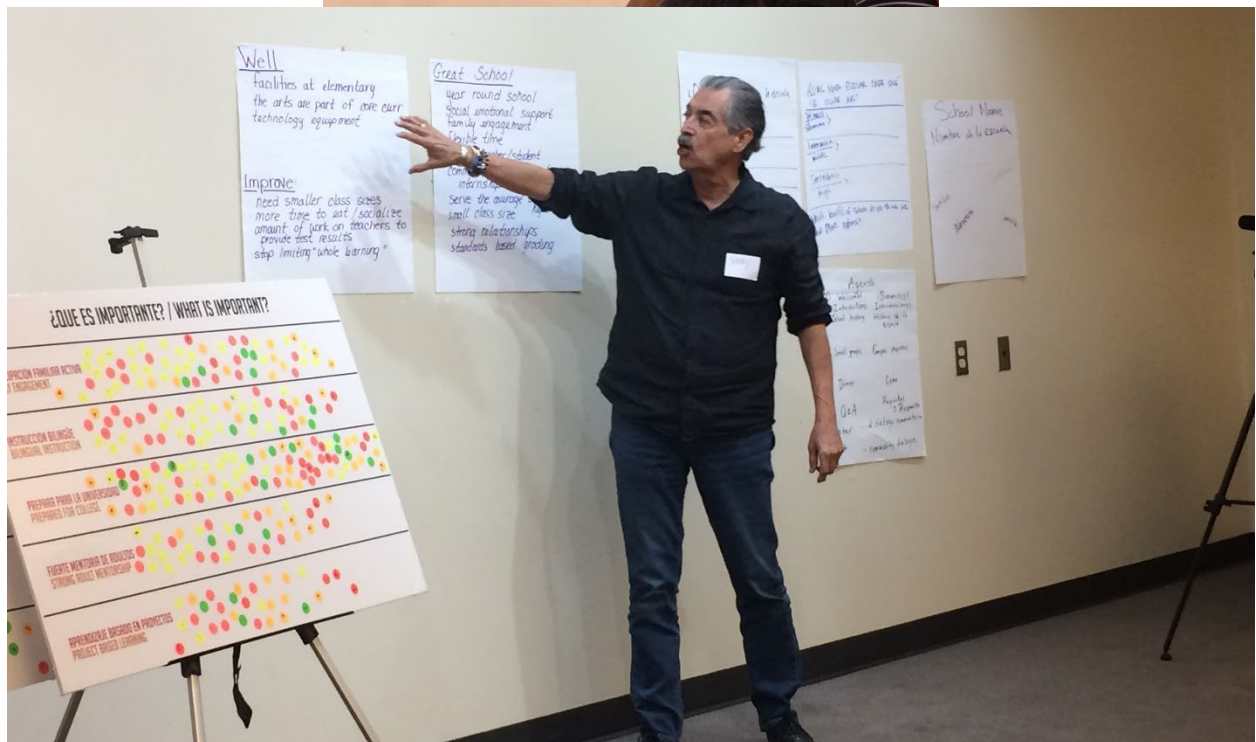
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Section 2: Attachment 3: Photos from Community Design Session and Outreach

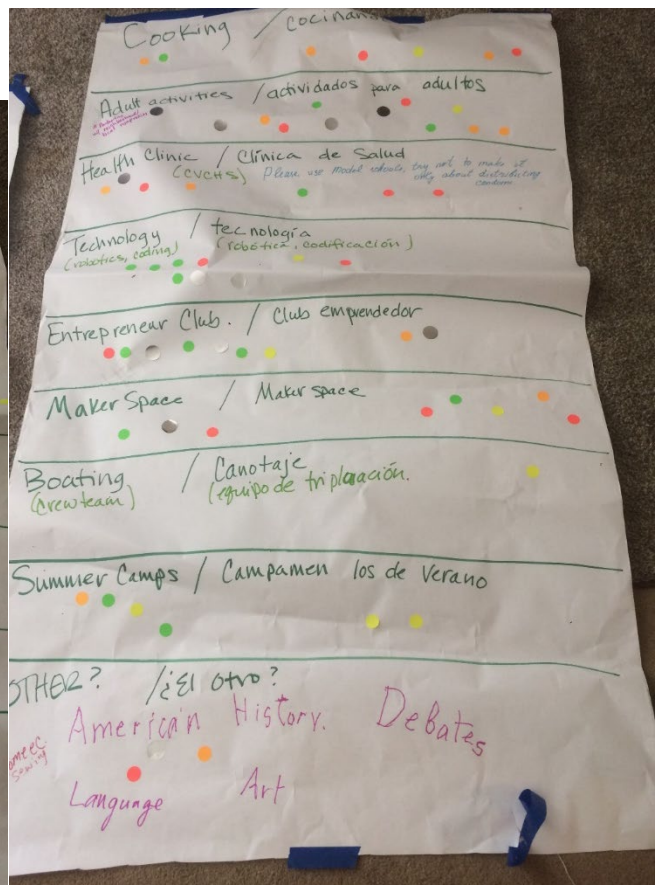
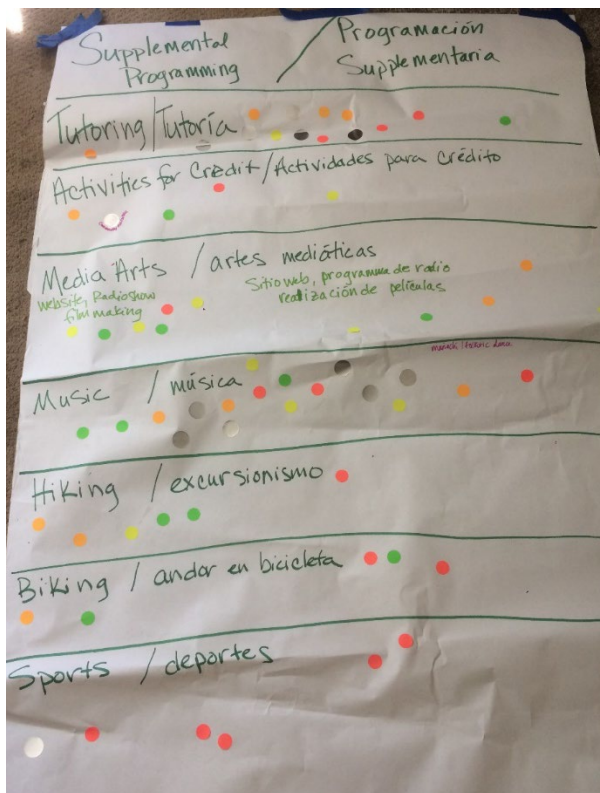
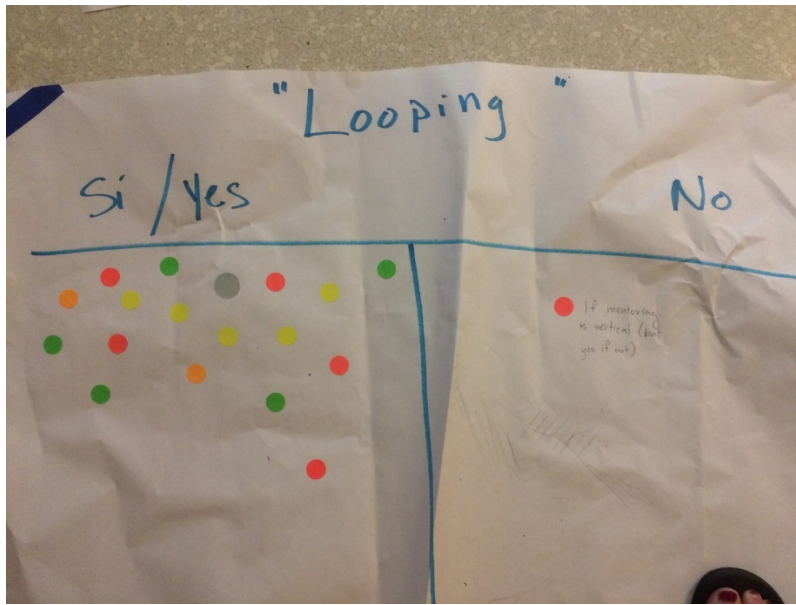




















Social emotional skills plus the academic mindset that will allow all students to succeed no matter what path they choose.

- critical thinking
- community minded ~~with~~ people
- life long learners
- perseverance/grit

How to manage stress & anxiety, job, money, problem solving

How to be self sufficient, self regulate, be productive.

Focus, but be well rounded

Don't be afraid of failure

Kindness to yourself & others - Social Skills
Forward thinking & Goal Setting

Learners for Life

social/emotional skills

Acceptance of others

Independent/Responsible

Question #1.
Knowing what resources and options are available to make a pathway

Language is a barrier

Attributes

- Community/Connection to Community

→ Collaborate, Growth, Impact, Perspective ⇒ Citizenship

- Sense of Self-Confidence/Self-Belief

→ Efficacy

→ Comfortable to Fail (Try!)

→ Options for the Future

• Have Choices

• And community helping make it possible!

→ "How to live your best life?"

- Collection of Experiences

→ Learn from Process

→ Project & Place Based Learning

→ Reflection

Academic

Literate

- Reading

Social Emotional

- Collaborative

- Team work

Social emotional skills plus the academic mindset that will allow all students to succeed no matter what path they choose.

- critical thinking
- community minded ~~with~~ people
- life long learners
- perseverance/grit

How to manage stress & anxiety, job, money, problem solving

How to be self sufficient, self regulate, be productive.

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- Have Choices
- And Community Helping make it possible!

↓
• "How to Live your best life?"

• Collection of Experiences

→ Learn from Process
→ Project & Place Based Learning
→ Reflection

Academic
Literate
- Reading

Social Emotional
- Collaborative
- Team work
- Empathy

as Bias

age or
ity
in other ^{ethnic} race
order to
def education
as good
on who didn't
miss as to what.

Q2: Race does not equal reactions
to race or failure to react to
behaviors focused on race.

Culture seems to be a much
bigger impact on Quality of Education
Many separate cultures
(shared experiences)
make up one's personal
culture. And one person can
maintain membership in
separate cultures

- workplace
- Family
- Friends
- etc.

Shared Experiences help us
break down the unknown
and reduce fears, biases,
reactions to differences

intentional or un-

- biases

- discrimination -

- barriers - language

- continuity -

expectations

ceptions/
ions/Bias

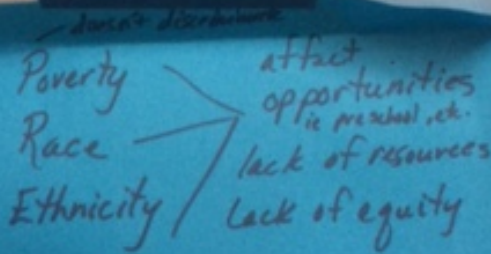
Barriers

Beliefs

Beliefs

ound

s



- need to overcome challenges
- need participation of all
- Creates different barriers
- People have bias - need to keep
- communities are not that in mind
homogeneous
- * Not enough conversations in
our valley about race, this is
a great start.

Prejudice

Percept

Lack

Implicit

Training on Cultural Awareness

Parental Involvement

Student Engagement

Instructional Strategies
(i.e. GLAD)

Professional Development

Quality Expectations

Truly Believe ALL kids can
learn & will advocate
for EVERY child.

Effective
Communication/
listening to the
needs of the
community. Better
parent partnerships.

Section 2: Attachment 3: Sign-In Sheets from Community Design Sessions that included a column for prospective parents to indicate interest.

Interested in Learning More About Columbia Prep? Please Join our Contact List.

First/Last Name
<input checked="" type="checkbox"/> Nicki Magowan
<input checked="" type="checkbox"/> Kristi Rolfs
<input checked="" type="checkbox"/> Chris Hansen <small>First One Here</small>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Interested in Learning More About Pinnacles Prep? Please Join our Contact List.

First/Last Name	Mailing Address	Email	Phone Number	Are you a potential Pinnacles parent?
Maria Reyes	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Brandon Johnson				
Shayne L. Magdoff				
Nalter Thorn				
Mary King				
Stacy Luckenbaugh				
Kristi Rolfs				
Raven Hart				
LARISSA ROHRBACH				
DIRK HORTON				
Krista Lemay				

¿Interesado en aprender más sobre Pinnacles Prep? Únete a nuestra lista de contactos.

[illegible]

¿Interesado en aprender más sobre Columbia Prep? Únete a nuestra lista de contactos.

[illegible]

Interested in Learning More About Pinnacles Prep? Please Join our Contact List.

First/Last Name	Mailing Address	Email	Phone Number	Are you a potential Pinnacles parent?
✓ Maria Rojas				No
✓ Brandon Johnson				Yes
✓ Shyneal Magdoff				Yes - Retiree
✓ Walter Thorne				No
✓ Mary King				
✓ Stacy Luckenmyer				No
✓ Kristi Polfs				
✓ Raven Hart				Yes
LARISSA KOHRBACH				in 4-5 yrs
DIRK HORTON				
✓ LISA FERRAR				?

Interested in Learning More About Columbia Prep? Please Join our Contact List.

First/Last Name	Mailing Address	Email	Phone Number
APRIL FEATHERKILL			
Alba Lambert			
Vivian Norwood			
Candi Int-Hout			
Kathleen C. Miller			
DEE DREW			
Majorie Leighton			
Juli Marshall			
Vicki L. Malloy			
Amy Payne			
Josefine Ochoa			

¿Interesado en aprender más sobre Columbia Prep? Únete a nuestra lista de contactos.

Nombre Apellido	Dirección de Envío	Correo Electrónico	Numero de Telefono
✓ JOHNSON			
✓ Elizabeth...			
✓ Myra Hernandez			
✓ Derek Dias			
✓ Alexis Miker			
✓ McManus, Maggie			
✓ Ken Tapia			
✓ Mariela Sotelo			
✓ Anna K Macias			
✓ Heliadora Gutierrez			

Nombre Apellido	Dirección de Envío	Numero de Telefono
✓ Sandy Pérez Zárate		
✓ Norma Valdamez		
✓ Briceyde villeda...		
✓ Teresa Baudin		
✓ Teresa Zepeda		
✓ Lupta Baudin		
✓ Sarahi Suarez		
✓ Rosy Ortiz		
✓ Dulce Flores		
✓ Elizabeth Contrera		



Sign-in

Registrarse

Name Nombre	Email Correo Electrónico	Phone Numero de Telefono	Potent Parent Potencia padre
Delisha Hutchinson			yes
Lina Brown			yes
Lara Hays			no
Shayne Mack			No
Teresa Bendito			no
Gabriela Alonso			yes
Victor Rudolph			no y
M. de Ratts			no
Sue Kane			no
Flora Ferrer			



Sign-in

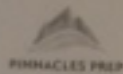
Registrarse

Name Nombre	Email Correo Electrónico	Phone Numero de	Potential Parent Potencial
Alexander Warren			
Paul Kingsley			✓
Lupita Bendito			no
Isabel Cardona			✓
Beatriz Elias			✓
Norma Valdovinos			✓
Eneida Elias			✓
Jausta Sanchez			✓
Cecilia Cardona			✓
Enrique Valledid			✓
Anahi Valladid			
Teresa Bendito			
EVA			
Beatriz			
Muribel			



Sign-in
Registrarse

	Name Nombre	Email Correos Electrónico	Phone Numero de Teléfono	Potential Parent Potencial padre
16	Rebecca Olivares			Si ✓
17	ESTIVAN ESPALERA			
18	Brian Luna			
19	Adrián Luna			Si
20	Anayely Luna Garcia			Yes
21	Blanca Garcia			
22	Jesus Mejia			✓
23	Geodolpe Mayan			
24	Rafael Robb			✓
25	Veresa Cepeda			
26	Andre Chacon Nieto			
27	Arnel Casilla Forchond			✓
28	Flore Temando			Yes
29	Maralania Supra			✓
30	Briette Lopez			✓
31	Juan Lopez			
32	Geovanni Lopez			
33	Catalina Rodriguez			✓
34	Cynthia Lopez			✓
35	Azucena Nieto			✓
36	Miguel Nieto			✓
37	Yanira Durán			
38	Sophia Duran			
39	Roberto			
40	Isabel V. Cade			
41	Carol Cardona			Si ✓
42	Pearl Warren			Yes
43	Alberta Friends			



Sign-in
Registrarse

Identical
Parent

[illegible]



[Sign-in](#)

[illegible]

28



Sign-in
Registrarse

Parent

Name Nombre	Email Correos Electrónico	Phone Numero de Telefono
✓ Tina Hartsig		
✓ MARIA INIGUEZ		
✓ JAIRO BARRERO		
✓ Heidi Busk		
✓ Bob Busk		
✓ BOB CLOSE		
✓ RUTH E CLOSE		
✓ Cindy Ulrich		
✓ Diana Cendejas		
✓ Tenoch Mandujano		
✓ Tracy Walsh		
✓ Michelle McCormick		
✓ Lope Sanchez		
✓ Barry DePaoli		
✓ Connie Strawn		
✓ Suzanne Stuntor		
✓ Tera Brown		
✓ Michelle Jobe		
✓ Brooke McAllister		
✓ Kathin Mordley		
✓ Dor Ho Agui		
✓ Brenda Castillo		
✓ Alex Castillo		
✓ Spencer Taylor		
✓ Steve Maher		
✓ Mary King		
✓ Tere Benitez		
✓ Jaime Hernandez		

2.18.20



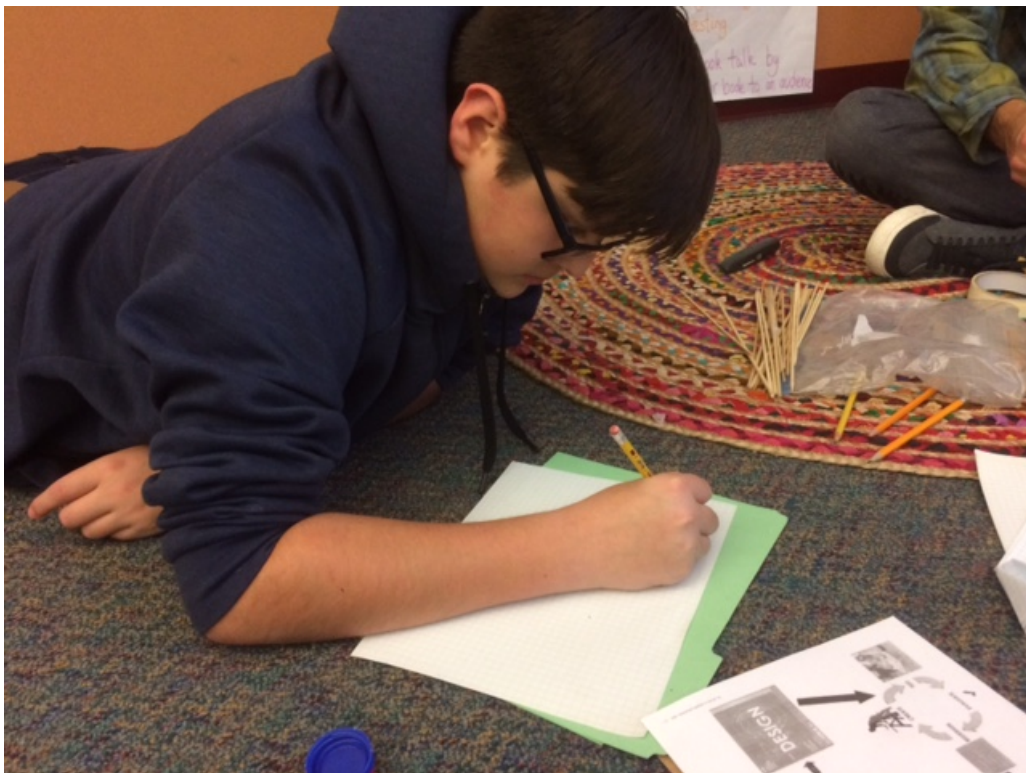
Sign-in
Registrarse

Name Nombre	Email Correos Electrónico	Phone Numero de Telefono	Potential Parent Potencial padre
Carol Anderson			Y
Dale Horton			
Mike Rolfs			N
Martin Barron			
Brandon Johnson			Y
Carmen Leal			
Tina Tenn			

2.18.20

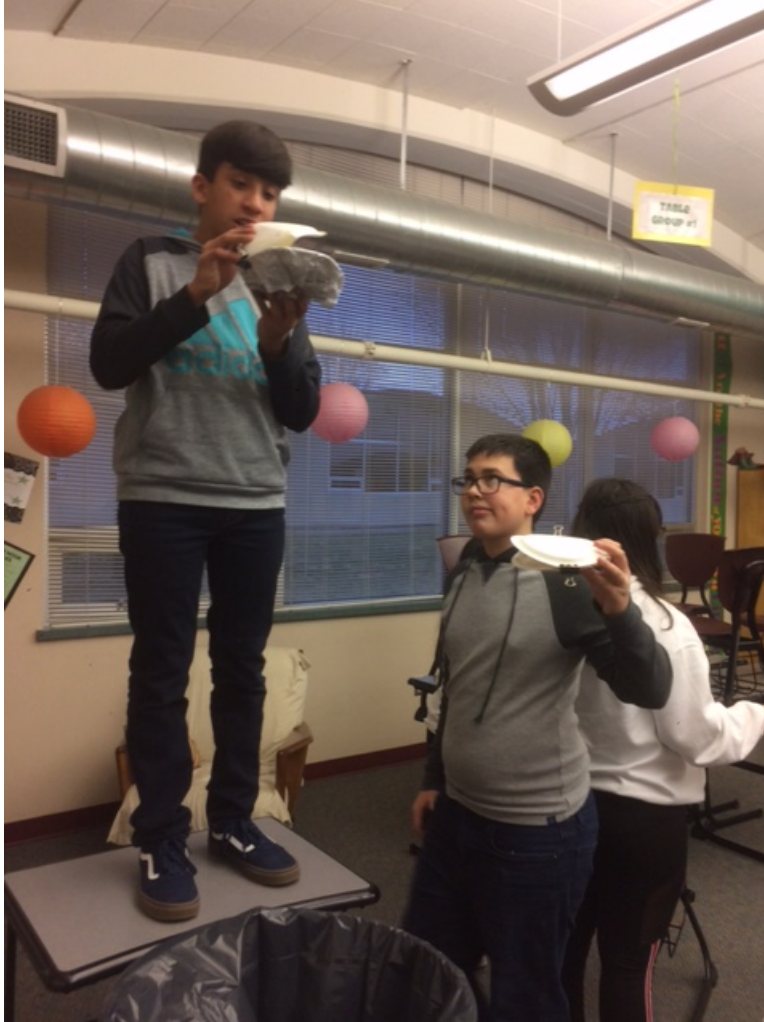
Name Nombre	Potential Parent Potencial padre
Shanda Holm	Y
Connie Strawn	Y
Allison Hendrickson	Y
Erin King-Luce	✓
Angie Visser	Grandpa
Evelyn Williams	Y
Karen Gallie	educator
Marya Madsen	✓
Jen Carroll	Yes
Micha Caudery	
Michelle Sandberg	Yes
Shirley Schaefer	

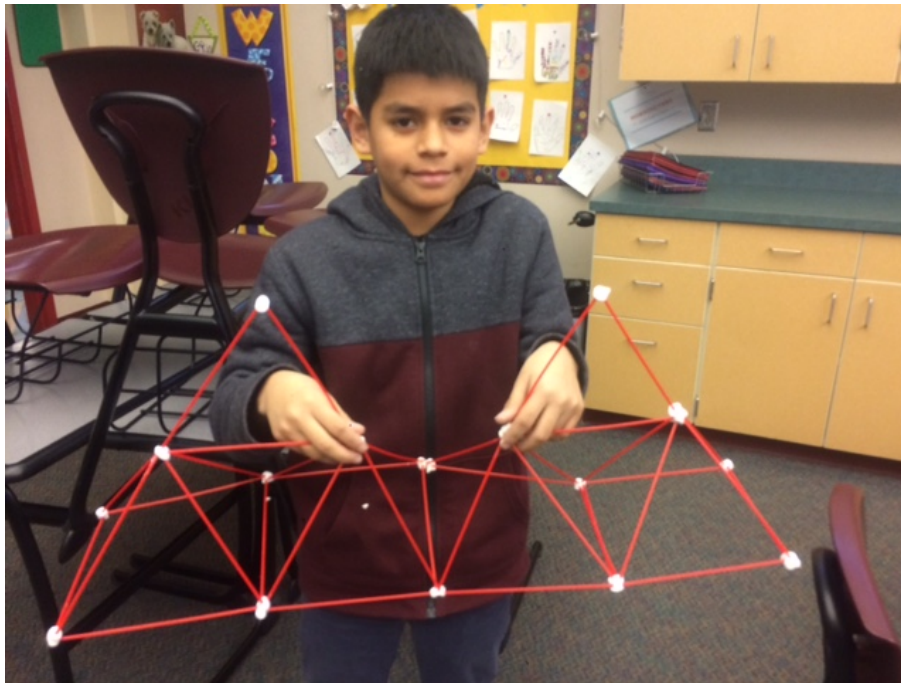
Section 2: Attachment3: Pilot Projects: Piloting SEL and PBL/STEAM Curriculum at local Middle Schools





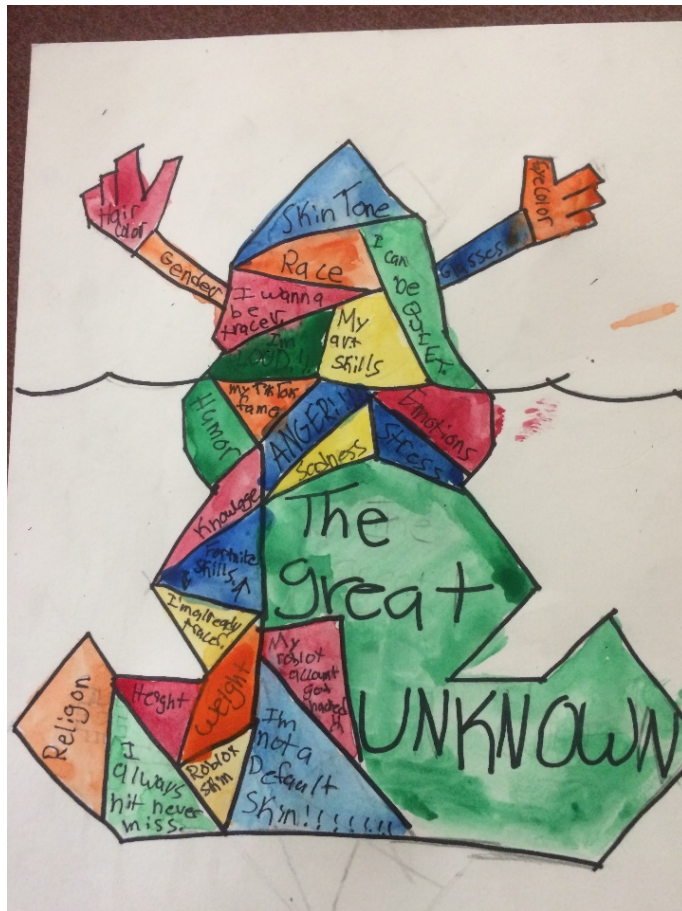




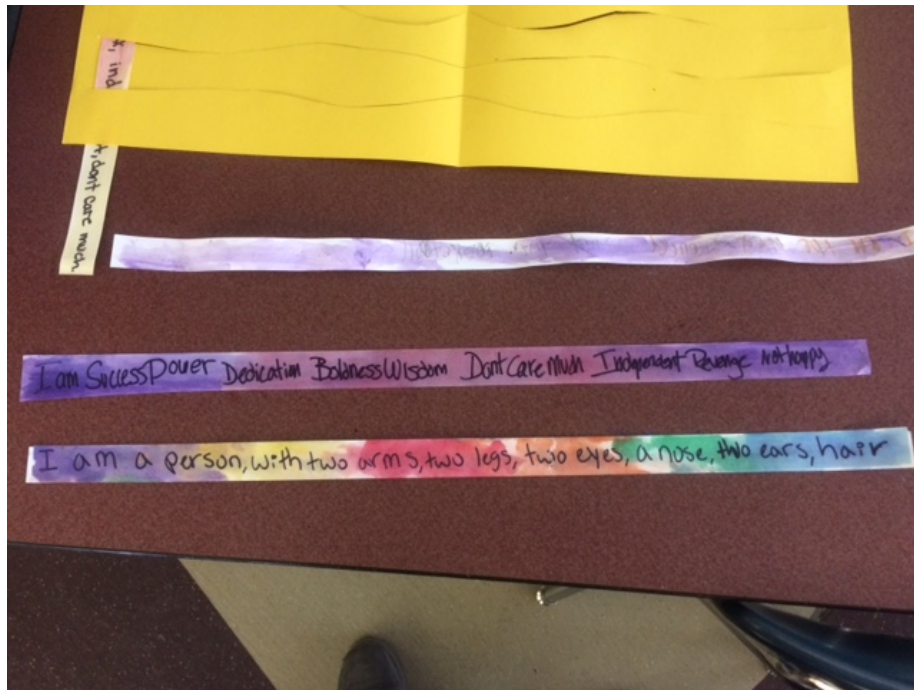














PINNACLES PREP

PINNACLES PREP

Section 4: Attachment 4

Contents:

- Pinnacles Prep Student Recruitment and Enrollment Plan

Section 4: Attachment 4: Student Recruitment and Enrollment Plan

a. General timeline and plan for student recruitment/engagement

Action	Dates
Recruitment Kick-Off Event	July 2020
Ongoing recruitment	July 2020 +
Application release announcement	September 15, 2020
Application release event	October 1, 2020
Door-to-Door Canvassing	October 2020 – February 2021
School Open House	October - December 2020
Applications Due	February 17, 2021

The enrollment policy and process for Pinnacles Prep is modeled after enrollment policies of Catalyst: Bremerton and Cascade: Midway, with permission.

Pinnacles Prep will recruit most heavily from South Wenatchee. South Wenatchee houses the highest density of our target population of systemically underserved students: students of color (specifically Latinx), students from moderate to low-income families, and English language learners.

The information sessions, home visits, and the application packet for admission to Pinnacles Prep shall include information that allows students and parents to be informed about Pinnacles Prep's operation as a charter school, its educational program, the academic and behavioral expectations of students, and the rights and responsibilities of students and parents who wish to join the Pinnacles Prep community. All communication from Pinnacles Prep will be in English and Spanish. Other languages will be added, as needed. The following will also be implemented:

1. Pinnacles Prep will send press-release and paid advertisements to local print, digital, and radio media. They will announce that the school is public, tuition-free, and accepting applications; contact information and dates; and times/locations for recruitment events.
2. Pinnacles Prep will include recruitment events and application deadlines on digital community calendars.
3. Pinnacles Prep staff, board, and the FACE committee will canvass areas of target neighborhoods. If available, Pinnacles Prep will mail postcards to each residence. The postcards will announce that Pinnacles Prep is accepting applications, contact information and dates, and times/locations for recruitment events.

4. Pinnacles Prep will have a table set up at all major community events multicultural festivals, fairs, farmers markets (Pybus and Methow Park), and celebrations (Apple Blossom Festival, Fiestas Mexicanas) to spread the word about Pinnacles Prep.
5. Pinnacles Prep will share information via public TV and radio broadcasts.
6. Pinnacles Prep will work with the faith-based communities to present to congregations.
7. Pinnacles Prep will reach out to private schools who do not offer middle and high school options.
8. Pinnacles Prep will reach out to home-school groups and other families accessing alternative forms of education.
9. Pinnacles Prep will run a digital media marketing campaign with easy access to the application available in digital and downloadable form. We will maintain a website that includes detailed information and updates on the school, recruitment, application process, and deadlines.
10. Pinnacles Prep will post flyers announcing recruitment events at various public facilities frequented by school-aged students and families, including, but not limited to:
 - Community Centers
 - Public Libraries
 - Chelan Douglas Community Action Council
 - Action Health Partners
 - City Hall
 - Pybus Public Market
 - Grocery Stores
 - Laundromats
 - Restaurants
11. Pinnacles Prep will work with mission-aligned Community Based Organizations (CBOs) to provide recruitment material.
12. If allowed, Pinnacles Prep will place announcements in the parent newsletters or other communications at preschools and elementary schools that will feed into Pinnacles Prep. The announcements will state that the school is accepting applications, contact information and dates, and times/locations for recruitment events.

Recruitment Events

Pinnacles Prep will host at least five recruitment open houses during the school year before the school opens. Events will be held at the proposed school facility. Each open house will include a presentation that provides a detailed description of Pinnacles Prep, focusing on instructional model and core values. Participants will have an opportunity to provide feedback and ask questions in a large group setting or on a more individual basis. Participants will also have an opportunity to share ideas and ask questions through non-verbal means (notecards), to ensure all voices are given space to contribute. Participants will be given an application for admission and extensive written explanation of the school and its programs. The entire event and all written materials will be translated into Spanish and other languages as needed.

Beginning in October 2020, Pinnacles Prep will host a weekly small group question-and-answer session for the parents of prospective students. The session will be facilitated by our Family and Community Engagement (FACE) coordinator. During the session, participants will be given the enrollment timeline, application, and recruitment materials. In subsequent years, prospective parents will have an opportunity to observe our classes in session as part of the recruitment process.

b. Tentative dates for application period and enrollment deadlines and procedures

Pinnacles Prep has designed an application process that is sensitive to potential barriers of our target audience. It is straightforward and requires minimal effort. The application is available in English and Spanish. If a family speaks another language, we will ensure that one of our bilingual staff is available to translate if needed. The application will ask for required information only such as name, date of birth and basic demographic information that may affect their status in a weighted lottery. Staff are committed to reach any family that is interested in attending our school.

Action	Dates
Recruitment	July 1, 2020 – ongoing
Applications available	October 1, 2020 – February 17, 2021
Lottery (<i>as needed</i>)	Saturday, February 20, 2021
Notify students	Monday, February 22, 2021
Enrollment for accepted lottery students	February 22 – March 10, 2021
Ongoing recruitment and waitlist students accepted (<i>as needed</i>)	March 2021 - ongoing

Application and Enrollment Timeline

- **October 1** – Pinnacles Prep applications will be made available on the school website, e-newsletter, neighborhood canvassing, community meetings, and other outreach efforts. The application timeline will be announced on social media, website, press release, flyers and other media outlets.
- **February 17** – Deadline for application submission to be included in the inaugural lottery. Applications received after this date will be placed at the end of the lottery-generated waitlist. All applications received in person will receive a confirmation receipt. Families are welcome to mail their application, complete it online, or submit it in person at the school's office. An acknowledgement letter will be sent upon receipt of the mail or online application. If a family does not receive or keep this receipt, the school is not responsible for claims that an application was sent by mail but not received by the deadline. All receipts will be closely tracked but in the unlikely event that the record is lost, the school cannot take responsibility should an application be unaccounted for and the family does not have their record.

- **February 20** – Pinnacles Prep will conduct a random lottery for each grade level. The lottery will be conducted pursuant to Washington state’s charter school law (RCW 28A.710.050) and the admissions policy, once approved by the authorizer. The lottery will be open to the public and attended by a quorum of the board of trustees and a neutral auditor. After all seats have been filled for each grade level, a lottery-generated waiting list will be created for each grade level, placing students in the order which their ticket was drawn. The waitlist will be valid for one year.
- **Ongoing** – If capacity is not reached by the application deadline, students will be enrolled to the school on a rolling basis. If the number of students surpasses the number of seats, students who submit applications after capacity is reached will be added to a waitlist, in the order that the school received their application.
- **February 22** – After the lottery is complete, all parents will be notified of the results of the lottery within 48 hours. Parents of accepted children will receive an Intent to Enroll form, which can either be picked up at the school or mailed to the parent with a return envelope and postage included. School staff will be available to assist families with the completion of Intent to Enroll forms as necessary. Completion of the Intent to Enroll form guarantees the student a spot in the school; once a family submits an Intent to Enroll form, they will receive an Enrollment Packet. Students who have been placed on the waiting list will also be notified of such placement within 48 hours of the lottery.
- **February 22-March 1** – In order to accommodate busy schedules, Pinnacles Prep will provide a two-week enrollment window. Completed Intent to Enroll forms must be returned to the school. If mailed, the Intent to Enroll form must be postmarked by this date. Before the due date for the Intent to Enroll forms, Pinnacles Prep will attempt to verify personally with each parent by phone or at home if they intend to accept a seat at the school and if yes, encourage them to submit their Intent to Enroll form. If the school is unsuccessful in contacting the family for verification or is not in receipt of an Intent to Enroll form, the family will then give up the seat and the student’s name will be placed at the end of the lottery-generated waitlist.
- **March 10** – If there are still seats available after the Intent to Enroll deadline, the school will begin accepting students utilizing the lottery-generated waitlist. In all cases, Pinnacles Prep will adhere to all schedules and requirements pursuant to Washington State law concerning the recruitment and enrollment of students.
- **March 1** – Enrollment packets are due for lottery-selected students. If students are enrolled on a rolling basis, enrollment packet deadlines will be set accordingly to give families plenty of time to gather the necessary documentation. Late paperwork for admission and enrollment shall result in loss of opportunity for enrollment preferences as listed below, and may result in loss of opportunity for admission, but will be reserved in the case that the waitlist is completely exhausted in each year. Pinnacles Prep will provide extensive support to families, including holding office hours, home visits, and family enrollment events, to ensure all paperwork is received on time.
- **On-going** – 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. If there is an available seat, Pinnacles Prep will immediately enroll any homeless student, and will not delay or prevent the enrollment of a homeless student due to the lack of school or immunization records. If enrollment is at capacity, the student will be placed at the top of the waitlist and admitted as soon as a seat opens.

- Pinnacles Prep shall have the following requirements that must be met by each student and their family before enrollment is complete:
 1. Complete enrollment/registration forms including student data sheet, emergency information cards, and other required documents.
 2. Provide records documenting immunizations required by public schools.
 3. Admission tests will not be required; however, assessments will be administered following enrollment to determine personalized learning plans. These tests will serve as diagnostics of students' reading, writing, and math skills. Pinnacles Prep will use a student information system to process enrollment as the student body grows.

c. Lottery procedures.

The lottery will, generally, follow the order below:

1. Current students are automatically re-enrolled to the next grade.
2. If spaces are available, and once an application is completed and duly submitted, siblings of currently enrolled students will be automatically enrolled. If a grade has more sibling applicants than openings, sibling applicants will be drawn at random.
3. New applicants are drawn completely for each grade, beginning with the lowest entry grade, until all applicants are placed in a grade or the waiting list. As applicants are drawn and enrolled, siblings will also be immediately enrolled.
4. After all spaces are filled, the drawing continues to determine the order of the waiting list. Lottery rules, deadlines, dates, and times for the lottery will be communicated in the admission applications and on the Pinnacles Prep website. Public notice for the date and time of any lottery will be posted once the application deadline has passed. Pinnacles Prep will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date, and time via mail or email at least two weeks prior to the lottery date.

d. Weighted enrollment preferences.

Pinnacles Prep will grant an enrollment preference to siblings of currently enrolled students, with any remaining enrollments allocated through a lottery per RCW 28A.710.050(3). Before Pinnacles Prep conducts the lottery, the school will work with the Commission to legally grant a weighted enrollment preference to children of full-time employees of Pinnacles Prep as well as to at-risk students, to ensure that Pinnacles Prep is serving students in its target populations and adhering to lottery terms pursuant to Charter School Program Grant.

e. Policies and procedures for student waiting lists, withdrawals, reenrollment, and transfers.

Waiting Lists

Using the lottery and waitlist process outlined above, Pinnacles Prep staff will notify families of available spots in a timely, systematic way. Students will be taken off the waitlist in the order they are placed. This waitlist will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

Re-Enrollments

Students are assumed to be returning to the school each fall unless the school is informed otherwise. Re-enrollment of currently enrolled scholars is automatic, and the school will issue Intent to Renew Enrollment forms to confirm scholar status. Re-enrollment of previously enrolled students that have unenrolled will be dependent upon capacity. The scholar may be placed on the waitlist.

Withdrawals

To withdraw a student, the parent/guardian informs the school in writing that the student is transferring and indicates the school to which the student is transferring. Pinnacles Prep is a school of choice and it is critical that all students and their parents review the school closely before deciding to enroll. We realize there may be circumstances in which a parent or guardian wishes to transfer their child to a different school. In these instances, Pinnacles Prep personnel will offer to meet with the family to discuss the reasons for the desired withdrawal from the school and seek solutions to any problems within the school community. If the parent or guardian still wishes to transfer their child to another school, Pinnacles Prep staff will make every reasonable effort to help the student find a school that better serves the family's desires. Our school will ensure the timely transfer of any necessary school records to the student's new school.

Transfers

Students who wish to transfer to Pinnacles Prep will be placed on the waiting list and notified when an opening exists. Students that enter mid-year will be supported with acculturation, see **Section 3**.



PINNACLES PREP

PINNACLES PREP

Section 6: Attachment 5

Contents:

- Middle School Course Scope and Sequence
- High School Course Scope and Sequence
- Valor Compass Approach – Social-Emotional Learning (SEL) Curriculum



EXPEDITIONARY
LEARNING

Grade 6: Curriculum Map



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These grades 6–8 curriculum modules are designed to address CCSS ELA outcomes during a 45-minute English Language Arts block. The overarching focus for all modules is on building students’ literacy skills as they develop knowledge about the world.

Taken as a whole, these modules are designed to give teachers concrete strategies to address the “instructional shifts” required by the CCSS.

Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:
 - Six unit-level assessments that almost always are on-demand: students’ independent work on a reading, writing, speaking, or listening task.
 - One final performance task that is a more supported project, often involving research.

Structure of a Year of Instruction

- There are six modules per grade level.
- Of these six modules, teachers would teach four: Module 1, followed by either Module 2A or 2B, then either 3A or 3B, then Module 4.
- Teachers should begin the year with Module 1, which lays the foundation for both teachers and students regarding instructional routines.
- For Modules 2 and 3, option B formally assesses all standards formally assessed in Option A (and possibly some additional standards as well).

How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards formally assessed in each module.

- **Module focus:** Read this first. The “focus” is the same across the grades 3-5 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- **Module title:** This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #1, building knowledge through content-rich nonfiction.
- **Description:** These three or four sentences tell the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text.
- **Texts:** This lists texts that all students read. The text in bold is the extended text for a given module: the text(s) with which students spend the most time. Remember that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways other than Lexile. Within a given module, the list shows the wide variety of texts



students read as they build knowledge about a topic. This aligns with Instructional Shift #1, building knowledge through content-rich nonfiction. For a procurement list that specifies texts that need to be purchased for use with the curriculum, go to commoncoresuccess.elschools.org or EngageNY.org and search for the document “Trade Books and Other Resources.”

- **Final Performance Task:** This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The end of Unit 3 assessment often addresses key components of the performance task.)
- **Unit-Level Assessments**
 - Each unit includes two assessments, most of which are “on-demand” (i.e., show what you know/can do on your own).
 - Mid-unit assessments typically, though not always, are reading assessments: text-based answers.
 - End of unit assessments typically, though not always, are writing assessments: writing from sources.
 - Most assessments have a heavy emphasis on academic vocabulary, particularly determining words in context.
 - Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments.
 - The curriculum map below lists the title of each assessment, the standards assessed, and the assessment format.
 - Selected response (multiple-choice questions)
 - Short constructed-response (short-answer questions of the type that is scored using the New York State 2-point rubric)
 - Extended response (longer writing or essays of the type that is scored using the New York State 4-point rubric) (either on-demand or supported)
 - Speaking and listening (discussion or oral presentation)
 - Scaffolded essay (involving planning, drafting, and revision)
- **Standards:** In each module, the standards formally assessed are indicated with a check mark; see details below.



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Focus	Reading Closely and Writing to Learn	Working with Evidence	Working with Evidence (Drama)	Understanding Perspectives	Understanding Perspectives	Reading for Research and Writing an Argument
Module Title	Myths: Not Just Long Ago	Rules to Live By	Voices of Adversity	The Land of the Golden Mountain	Sustaining the Oceans	Insecticides: Costs vs. Benefits
Description	<p>Students study the purposes and elements of mythology. Students read Rick Riordan's <i>The Lightning Thief</i> with a focus on the archetypal hero's journey and close reading of the many mythical allusions. They also read complex informational texts about the elements of mythology.</p> <p>As a whole class, students will closely read several complex Greek myths, and then work in small groups to build expertise on an additional myth. Students then develop their narrative writing skills as they create their own hero's journey narrative.</p>	<p>How do people formulate and use "rules" to improve their lives and communicate these "rules" to others? Students consider these questions as they read a variety of texts. They begin with <i>Bud, not Buddy</i>, analyzing character development and considering how figurative language contributes to tone and meaning. They then read closely Steve Jobs' speech, (focusing on how Jobs develops his ideas at the paragraph, sentence, and word level) and analyze the poem "If" to compare and contrast how the novel and the poem address a similar theme. In an argument essay, students establish a claim about how Bud uses his rules. Finally, students conduct a short research project related to their own "rules to live by" and then write an essay to inform about one important "rule to live by."</p>	<p>Students explore the idea of adversity of people across time and place, and through multiple modes of writing. Students begin this module with a research-based unit on the Middle Ages. They break into expert groups to read closely about one demographic group in order to write an informational essay based on their research. Students then move on to read literature: <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i>, in order to identify the various adversities faced by this cast of characters and to examine the author's craft. To conclude the unit students move into modern voices of adversity by reading concrete poems in the books <i>Blue Lipstick</i> and <i>Technically, It's Not My Fault</i> and write their own text about adversities faced by sixth-graders.</p>	<p>Students study how an author develops point of view and how an author's perspective, based on his or her culture, is evident in the writing. As students read Lawrence Yep's <i>Dragonwings</i>, they analyze how Yep has developed the point of view of the narrator, Moon Shadow. They also read excerpts of Yep's biography <i>The Lost Garden</i> to determine how his culture and experiences have shaped his perspective as evidenced in the novel. They read accounts by people from the turn of the century in San Francisco, analyzing perspective and comparing the accounts to those in the novel. Finally, students write newspaper articles that convey multiple perspectives about life for Chinese immigrants in San Francisco in the early 1900s.</p>	<p>Students study how an author develops point of view and how an author's perspective, based on his or her geographic location, is evident in his or her writing. Students consider point of view as they learn about ocean conservation and the impact of human activities on life in the oceans. They read Mark Kurlansky's <i>World without Fish</i>, and analyze how point of view and perspective is conveyed, and trace the idea of fish depletion throughout the text. Students also read <i>Flush</i>, a high-interest novel and excerpts of an interview with author Carl Hiaasen to determine how his geographic location in Florida shaped his perspective and how his perspective is evident in his novel. To conclude the module students write an informative consumer guide about buying fish to be put in a grocery store</p>	<p>Students consider the balance between human needs and environmental consequences as they read the novel <i>Frightful's Mountain</i> and complex informational texts about the benefits and drawbacks of the use of DDT. They learn how to trace and evaluate an argument in written texts and videos on this topic, and conduct both supported and independent research. Through structured discussions and decision-making protocols, students form their own argument about the use of DDT. Students then apply their research to write a position paper in which they support that claim with evidence.</p>



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Texts (central text(s) in bold)¹	<ul style="list-style-type: none"> • “The Fates,” based on E.M. Berens (RL, 1230L) • “The Story of Medusa and Athena,” by Leanne Guenther (RL, 1200L) • Cronus,” based on E.M. Berens (RL, 980L) • “Myths and Legends,” based on E.M. Berens (RI, 1150L) • “Shrouded in Myth,” Jessica Fisher Neidl (RI, 1100L) • “Key Elements of Mythology,” Expeditionary Learning (RI, 1080L) • “The Hero’s Journey,” Expeditionary Learning (RI, 865L) • “Prometheus and Pandora,” based on Jean Lang (RL, 920L) • “Theseus and the Minotaur,” based on Nathaniel Hawthorne (RL, 920L) • The Lightning Thief, Rick Riordan (RL, 740L) • The Golden Key, Expeditionary Learning (RL, 665L) 	<ul style="list-style-type: none"> • Bud, Not Buddy, Christopher Paul Curtis (RL, 950L) • “If,” Rudyard Kipling (RL poem, NL) (also audio version: http://archive.org/details/if_kipling_librivox) • “Health Rocks,” Skipping Stone (RI, 1540L) • “Adults cut back fast food, but U.S. kids still eat too much fat: CDC,” Susan Heavey (RI, 1430L) • “The Life of a Cell Phone,” United States Environmental Protection Agency (RI, 1300L) • “Recipe for Health,” Emily Sohn (RI, 1090L) • “Live by Design, Not Default,” Skipping Stones (RI, 1080L) • “Earth Day, Your Way: Celebrate Earth Day, April 22,” Current Health 1 (RI, 970L) • “Back-to-School Speech,” President Barack Obama (RI, 940L) • “Bullies Behind Bars,” Carmen Morais (RI, 930L) 	<ul style="list-style-type: none"> • Good Masters! Sweet Ladies! Voices from a Medieval Village, Laura Amy Schlitz (RL, NL) • Blue Lipstick: Concrete Poems, John Grandits (RL, NL; 5 texts per class) • Technically, It’s Not My Fault: Concrete Poems, John Grandits (RL, NL; 5 texts per class) • “Middle Ages,” in <i>Britannica Student Encyclopedia</i> (RI, 1080L) • “Middle Ages,” Kenneth S. Cooper, in the <i>New Book of Knowledge</i>, Grolier Online (RI, 1070L) • “Middle Ages,” Deborah M. Deliyannis (RI, 1000L) • Blast to the Past, Michael Smith (RI, 980L) • Dark Death, Suzanne McCabe (RI, 990L) 	<ul style="list-style-type: none"> • “Waking Up in a Nightmare,” Expeditionary Learning (RL, 1010L) • Dragonwings, Laurence Yep (RL, 870L) • “Poem of the Earthquake,” Eliza Pittsinger (RL Poem) • “Scene 1: The Great Earthquake and Fires of 1906: A Dramatic Remembrance,” Expeditionary Learning (RL Play) • “The San Francisco Earthquake, 1906,” Eyewitness to History (RI, NL) • “The Great 1906 San Francisco Earthquake,” USGS.gov (RI, 1500L) • “Sandy wreaks havoc across Northeast; at least 11 dead,” Matt Smith (RI, 1400L) • “One Boy’s Experience,” Lloyd Head (RI, 1270L) • “Timeline of the San Francisco Earthquake, April 18–23, 1906,” Gladys Hansen (RI, 1150L) • The Lost Garden, Laurence Yep (RI, 1020L) 	<ul style="list-style-type: none"> • Flush, Carl Hiassen (RL, 830L) • “Protecting Ocean Habitat from Bottom Trawling,” http://www.nrdc.org/water/oceans/ftawling.asp (RI, 1440L) • World Without Fish, Mark Kurlansky (RI, 1230L) • “Destructive Fishing,” http://www.marine-conservation.org/what-we-do/program-areas/how-we-fish/destructive-fishing/ (RI, 1290L) • “Case Study: Atlantic Bluefin Tuna,” http://saveourseas.com/threats/overfishing (RI, 1290L) • “Threat 1: Overfishing,” http://saveourseas.com/threats/overfishing (RI, 1260L) • “Sustainable Fishing Methods,” http://www.sunset.com/food-wine/flavors-of-the-west/sustainable-fishing-methods-00400000053176/ (RI, 1200L) 	<ul style="list-style-type: none"> • Frightful’s Mountain, Jean Craighead George (RL, 650L) • “Biological Energy—Here, Let Me Fix It!” Utah Education Network (RI, NL) • “A New Home for DDT,” Donald Roberts (RI, 1200L) • “Malaria Carrying Mosquito Crash Lands Due to His Insecticide,” Adam Allie (RI, 1150L) • “The Exterminator,” Kirsten Weir (RI, 1140L) • “Welcome Back,” Susan Nagle-Schwarz (RI, 1080L) • “How DDT Harmed Hawks and Eagles,” Gil Valo (RI, 1020L) • “Rachel Carson: Environmentalist and Writer,” Kathy Wilmore (RI, 840L) • “Rachel Carson: Sounding the Alarm on Pollution,” Robert Peterson (RI, 840L)

¹ Texts listed in order of informational text first, then literature; both categories shown from most to least quantitatively complex (based on Lexile®).



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
	<ul style="list-style-type: none"> • <i>D'Aulaires Book Of Greek Myths</i>, Ingri and Edgar Parin D'Aulaire (teacher copy only) 	<ul style="list-style-type: none"> • "Make Your Move," Jennifer Marino-Walters (RI, 890L) • "Stanford University Commencement Address," Steve Jobs (RI, 865L) • "Is the Cafeteria Ruining Your Life?" Elizabeth Larson and Justin O'Neill (RI, 830L) • "A Skateboarder Goes Green," Blair Rainsford (RI, 790L) • "Cyber Bullying Statistics," www.bullyingstatistics.org (RI, NL) 		<ul style="list-style-type: none"> • "Comprehending the Calamity," Emma Burke (RI, 1060L) • "Casualties and Damage after the 1906 Earthquake," USGS.gov (RI, 730L) 	<ul style="list-style-type: none"> • "A Rapidly Disappearing Fish," http://www.pbs.org/newshour/extra/features/july-dec01/chilean.html (RI, 1190L) • "Choosing Sustainable," http://www.fishwatch.gov/buying_seafood/choosing_sustainable.htm (RI, 1180L) • "Sustainable Fishing," http://education.nationalgeographic.com/education/encyclopedia/sustainable-fishing/?ar_a=1 (RI, 1160L) • "5 Creative Tips From Carl Hiaasen, Florida's Cleverest Chronicler," Jessica Grose (RI, 920L) • "Florida: 'A Paradise of Scandals'," Steve Kroft (RI, 990L) 	<ul style="list-style-type: none"> • John Stossel video on DDT: http://www.youtube.com/watch?v=kHwqandRTSQ (NL) • "Earth Tones" video on DDT: http://www.science.gc.ca/default.asp?lang=en&n=730d78b4-1
Lexile®	Common Core Band Level Text Difficulty Ranges for Grades 6–8 ² : 925–1185L					
Performance Task	My Hero's Journey Narrative (NYSP12 ELA Standards RL.6.3, W.6.3, W.6.4, W.6.5, W.6.6, W.6.11c, L.6.2, and L.6.3) scaffolded narrative	Essay to Inform: "My Rule to Live By" (NYSP12 ELA Standards RI.6.1, RI.6.2, W.6.2, W.6.4, W.6.5, W.6.9, W.6.9b, L.6.1, and L.6.2) scaffolded essay	Narrative: Giving Voice to Adversity (W.6.3, SL.6.4, SL.6.6, L.6.1, L.6.3, and L.6.6.) scaffolded narrative, spoken performance	Newspaper article: "How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco" (RI.6.7, W.6.2, W.6.4a, W.6.9, W.6.9b, and L.6.3) scaffolded essay	Informational Consumer Guide: What Do People Need to Know about Overfishing and Fish Depletion When Buying Fish? (W.6.2, W.6.6 (optional), W.6.7, L.6.2, L.6.3) scaffolded essay	Scientific Poster and Hosted Gallery Walk (RI.6.1, W.6.1, W.6.4, W.6.5 and L.6.6) research paper

² Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity
http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf



Unit-Level Assessments (ELA CCSS)

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Mid-Unit 1	Inferring about the Main Character in <i>The Lightning Thief</i> (RL.6.1 and RL.6.3) graphic organizer and short constructed responses	Figurative Language and Word Choice in <i>Bud, Not Buddy</i> (RL.6.4 and L.6.5) short constructed response	Research Reading: <i>Medieval Times</i> (RI.6.1, RI.6.2, RI.6.4, and RI.6.5) research	Point of View, Figurative Language and Passage Connections from <i>Dragonwings</i> (RL.6.4, RL.6.5, RL.6.6, L.6.4a, W.6.11, W.6.11a, W.6.11b, and W.6.11c) graphic organizer and short constructed response	Analyzing Idea Development in Chapter 3 of <i>World without Fish</i> (RI.6.2, RI.6.3, and RI.6.4) selected response and graphic organizer	Tracing and Evaluating an Argument: “Rachel Carson: Sounding the Alarm on Pollution” and the Video about DDT (RI.6.8 and SL.6.3) graphic organizers
End of Unit 1	Drawing Evidence from Text: Written Analysis of How Percy’s Experiences Align with “The Hero’s Journey” (RL.6.1, RL.6.3, R.I. 6.1, W.6.9, and W.6.9b) graphic organizer and short constructed response	Analyzing the Barack Obama Back-to-School Speech (RI.6.2 and RI.6.5) short constructed response	Writing about Medieval Times (W.6.2, W.6.4, W.6.7, and W.6.9) scaffolded essay	Evidence of Author’s Perspective in <i>Dragonwings</i> (RL.6.4, and RL.6.6a) short constructed response	Analyzing Author’s Point of View and How it is Conveyed in Chapter 5 of <i>World without Fish</i> (RI.6.6) graphic organizer	Fishbowl Discussion: DDT: Do the Benefits Outweigh the Consequences? (SL.6.2 and SL.6.2a) discussion
Mid-Unit 2	Analytical Mini-Essay about Elements and Theme of the Myth of Prometheus (RL.6.1, RL.6.2, RI.6.1, W.6.2, and W.6.9) scaffolded essay	Analyzing Poetry: Structure and Theme in Stanza 4 of “If” by Rudyard Kipling (RL.6.5, RL.6.7, RL.6.9, and L.6.5) reading and listening task; selected response, short constructed response	Finding Theme and Interpreting Figurative Language: Monologues from a Medieval Village (RL.6.2, RL.6.4, and L.6.5) graphic organizer, text-dependent questions	Short Response: Analyzing the Point of View: Relief Camps (RI.6.3, RI.6.6, and RI.6.4) short constructed response	Analyzing Point of View and Plot Development in <i>Flush</i> (RL.6.4, RL.6.5, RL.6.6, and L.6.4a) selected response and graphic organizer	Comparing and Contrasting Two Texts: Simulated Research (RI.6.9, W.6.7, W.6.8, L.6.4, L.6.4b, L.6.4c, and L.6.4d) graphic organizer, selected response, short constructed response



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
End of Unit 2	Literary Analysis—Connecting Themes in Cronus and <i>The Lightning Thief</i> (RL.6.1, RL.6.2, W.6.2, W.6.5, W.6.9, W.6.9a, and L.6.1a,b,c,d) scaffolded essay	How Does Bud Use His Rules—to Survive or to Thrive? Argument Essay (RL.6.1, RL.6.2, W.6.1, W.6.4, and W.6.9) scaffolded essay	Literary Argument Essay: Do We Face the Same Adversities as the Voices of <i>Good Masters, Sweet Ladies?</i> (W.6.1 and W.6.9) scaffolded essay	Literary Analysis: How Do the Author's Purposes Affect the Narrator's Points of View of the Immediate Aftermath of the Earthquake? (W.6.2, W.6.9, W.6.9a, and L.6.2) scaffolded essay	Finding Evidence of Carl Hiaasen's Perspective in Flush and Illustrating Plot (RL.6.6a, W.6.11) on-demand extended response	Making a Claim: Where Do You Stand on the Use of DDT? (RI.6.9a, W.6.1, W.6.9, SL.6.4, SL.6.5, and SL.6.6) oral presentation
Mid-Unit 3	Crosswalk between My Hero's Journey Narrative and "The Hero's Journey" Informational Text (W.6.2, W.6.3a, and W.6.9) on-demand extended response	Discussion Skills, Summarizing Informational Text, and Choosing Best Evidence: Supporting a Claim in an Essay to Inform (RI.6.1, RI.6.2, and SL.6.1) short constructed response and discussion	Small Group Discussion: How Do Modern Poems Portray Modern Adversities? (RL.6.7, RL.6.9, SL.6.1, SL.6.4, and SL.6.6) discussion	Part 1: Researching and Interpreting Information: Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco Part 2: Explaining How New information Connects to the Topic (W.6.7, SL.6.2, and RL.6.11) graphic organizer and oral explanations	Part 1: Researching Information about How to Buy Fish Caught Using Sustainable Methods. Part 2: Explaining How New Information Connects to the Topic (W.6.7 and SL.6.2) research simulation and discussion	Draft of Position Paper: DDT: Do the Benefits Outweigh the Consequences? (RI.6.1, W.6.1, W.6.9 and W.6.9b) draft essay
End of Unit 3	"My Hero's Journey" Narrative Draft (W.6.3, W.6.4, and W.6.11c) on-demand narrative	Draft of Essay to Inform: "My Rule to Live By" (RI.6.1, RI.6.2, W.6.2, W.6.4, and W.6.9) on-demand essay	Giving Voice to Adversity: Drafting a Modern Narrative of Adversity (W.6.3, W.6.11c, L.6.1, and L.6.3) scaffolded monologue	Draft Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (RI.6.7, W.6.2, W.6.4 and W.6.9) scaffolded essay	Draft of Written Content of Informative Consumer Guide: What You Need to Know When Buying Fish (RI.6.7, W.6.2, W.6.4a, and W.6.9) scaffolded essay	Reflection on the Writing Process: Moving from Draft to Published Position Paper (W.6.5, W.6.6, L.6.1e and L.6.6) written reflection



Common Core ELA Standards Formally Assessed, by Module

- In the curriculum map below, any specific CCSS with a check mark indicates formally assessed.
- Some standards are formally assessed in multiple modules.
- “B” modules will assess all the same standards as “A” modules but may address additional standards.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RI/RL.1).
- Some standards are not applicable in an on-demand assessment context (e.g., R.10 or W.10). In the curriculum map below, these standards are noted as “integrated throughout.”
- Some standards (e.g., W.2) have a main or “parent” standard and then subcomponents (e.g., W.2a). Often, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the “parent” standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.



Reading Standards for Literature

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓				✓
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	✓	✓	✓			
RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	✓					
RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.		✓	✓	✓	✓	
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.		✓		✓	✓	
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.				✓	✓	
A. Explain how an author's geographic location or culture affects his or her perspective. ³				✓	✓	
RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.		✓	✓			
RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.		✓	✓			
RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Integrated throughout.					

³This is a standard specific to New York State.



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RL.6.11. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. ⁴	Integrated throughout.					
A. Self-select text based on personal preferences. ⁵				✓	✓	
B. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.				✓	✓	

⁴ This is a standard specific to New York State.

⁵ In the middle school modules, RL.11a and b are also addressed through Accountable Independent Reading, which is formally launched during Module 2A/B. See “Common Core Interventions for Adolescent Readers” (in Resources on commoncoresuccess.elschools.org). On this document, look specifically at the section titled “Independent Reading: The Importance of a Volume of Reading and Sample Plans.”



Reading Standards for Informational Text

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓			
RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		✓	✓		✓	
RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).				✓	✓	
RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.			✓	✓	✓	
RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.		✓	✓			
RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.				✓	✓	
RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.				✓	✓	
RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.						✓
RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).						✓
A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.						✓
RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Integrated throughout.					



Writing Standards

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
W.6.1. Write arguments to support claims with clear reasons and relevant evidence.		✓	✓			✓
A. Introduce claim(s) and organize the reasons and evidence clearly.		✓	✓			✓
B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.		✓	✓			✓
C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.		✓	✓			✓
D. Establish and maintain a formal style.		✓	✓			✓
E. Provide a concluding statement or section that follows from the argument presented.		✓	✓			✓
W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✓	✓	✓	✓	✓	
A. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	✓	✓	✓	✓	✓	
B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	✓	✓	✓	✓	✓	
C. Use appropriate transitions to clarify the relationships among ideas and concepts.	✓	✓	✓	✓	✓	



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓	✓	✓	✓	
E. Establish and maintain a formal style.	✓	✓	✓	✓	✓	
F. Provide a concluding statement or section that follows from the information or explanation presented.	✓	✓	✓	✓	✓	
W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	✓		✓			
A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	✓					
B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	✓		✓			
C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	✓					
D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	✓		✓			
E. Provide a conclusion that follows from the narrated experiences or events.	✓					
W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	✓	✓	✓	✓	✓	✓
A. Produce text (print or nonprint) that explores a variety of cultures and perspectives. ⁶	✓			✓	✓	
W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Integrated throughout.					

⁶ This is a standard specific to New York State.



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Integrated throughout.					
W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.			✓	✓	✓	✓
W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.						✓
W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓	✓	
A. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	✓	✓	✓	✓	✓	
B. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	✓	✓	✓	✓	✓	✓
W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Integrated throughout.					
W.6.11. Create and present a text or artwork in response to a literary work. ⁷				✓	✓	
A. Develop a perspective or theme supported by relevant details.				✓	✓	
B. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.				✓	✓	

⁷This is a standard specific to New York State.



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
C. Create poetry, stories, plays, and other literary forms (e.g., videos, art work).	✓		✓	✓		



Speaking and Listening Standards

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.		✓	✓			
A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		✓	✓			
B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.		✓	✓			
C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.		✓	✓			
D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.		✓	✓			
E. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds. ⁸		✓	✓			
SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.				✓	✓	✓
A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. ⁹						✓
SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.						✓

⁸ This is a standard specific to New York State.

⁹ This is a standard specific to New York State.



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.			✓			✓
SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.						✓
SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.			✓			✓



Language Standards

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓			
A. Ensure that pronouns are in the proper case (subjective, objective, possessive).	✓	✓	✓			
B. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).	✓	✓	✓			
C. Recognize and correct inappropriate shifts in pronoun number and person.	✓	✓	✓			
D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	✓	✓	✓			
E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.		✓				✓
L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓		✓	✓	
A. Vary sentence patterns for meaning, reader/listener interest, and style.	✓	✓		✓	✓	
B. Maintain consistency in style and tone.	✓	✓		✓	✓	
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓		✓	✓	✓	
A. Vary sentence patterns for meaning, reader/listener interest, and style.	✓			✓	✓	

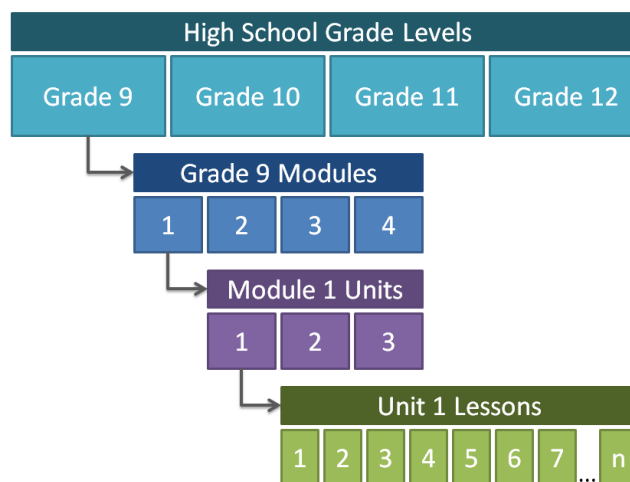


	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
B. Maintain consistency in style and tone.	✓			✓	✓	
L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.						✓
A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.				✓	✓	✓
B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).						✓
C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.						✓
D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).						✓
L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		✓	✓			
A. Interpret figures of speech (e.g., personification) in context.		✓	✓			
B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.		✓	✓			
C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrumping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).		✓	✓			
L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Integrated throughout.					

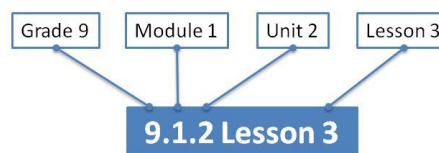
GRADE 9 Curriculum Map

Introduction

The New York State Common Core ELA & Literacy curriculum is divided into four grade levels (9–12). Each grade level includes four primary modules. Each module consists of up to three units, and each unit consists of a set of lesson plans.



The following nomenclature is used to refer to a particular grade-module-unit-lesson combination.



Each module grounds students' application and mastery of the standards within the analysis of complex text. The standards assessed and addressed in each module specifically support the study of the module text(s), and include standards in all four domains: Reading, Writing, Speaking and Listening, and Language.

Modules are arranged in units comprised of one or more texts. The texts in each module share common elements in relation to genre, authors' craft, text structure, or central ideas. Each unit in a module builds upon the skills and knowledge students develop in the preceding unit(s). The number of lessons in a unit varies based on the length of the text(s). Each lesson is designed to span one class period but may extend beyond that time frame depending on student needs.

Grade 9 Overview

The New York State grade 9 curriculum modules offer a wide range of quality texts that span the canonical to the contemporary. The grade 9 curriculum balances classic works by William Shakespeare, Sophocles, and Emily Dickinson with contemporary writing by authors such as Temple Grandin, Karen Russell, and Marc Aronson. Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. The lessons within each of the modules are linked explicitly to the Common Core Learning Standards, and provide a rigorous and pedagogically-sound approach for how to bring the standards to life through thoughtful planning, adaption, and instruction. Module 9.1 establishes key routines and practices for close reading and collaborative discussion, which students will use and refine throughout the year. Module 9.2 provides continued opportunity for students to develop skills in text analysis, evidence-based discussion, and informative writing before they are introduced to the research process in Module 9.3 and argument writing in Module 9.4.

In Module 9.1, students dive into complex text with a contemporary short story by acclaimed author Karen Russell. Through collaborative discussion and multiple encounters with the text, students access the richness of Russell's language, description, and meaning, particularly around the ideas of identity and beauty, which students consider over the course of the module in relation to excerpts from Rainer Maria Rilke's *Letters to a Young Poet*, David Mitchell's *Black Swan Green*, and William Shakespeare's *Romeo and Juliet*. In their study of *Romeo and Juliet*, students have the opportunity to consider representations of the text across artistic mediums, including contemporary film excerpts and fine art.

Students produce writing appropriate to task and support their claims with evidence from the text. By the module's conclusion, students have begun to build critical reading, writing, thinking, and speaking habits which lay the foundation for college and career readiness.

Module 9.2 continues to explore identity through texts that examine human motivations, actions, and consequences. Students build on work from Module 9.1 as they track character development in Edgar Allan Poe's "The Tell-Tale Heart" and the tragedy of *Oedipus the King*. In these texts as well as in a poem by Emily Dickinson, students analyze the effects of an author's structural choices on the development of central ideas. Students also engage with informational texts about guilt and human fascination with crime, as they continue to develop their ability to identify and make claims. Students strengthen their writing by revising and editing, and refine their speaking and listening skills through discussion-based assessments.

In a digital world, students have access to an unprecedented amount of information; in Module 9.3, students cultivate an ability to sort through information to determine its validity and relevance. This module engages students in an inquiry-based research process using a rich extended text, Temple Grandin's *Animals in Translation: Using the Mysteries of Autism to Decode Animal Behavior*, to surface potential topics that lead to a process of individually driven inquiry, research, and writing. This process begins collaboratively and guides students through forming effective questions for inquiry, gathering research about a topic of interest, assessing the validity of that information, generating an evidence-based perspective, and writing an informative/explanatory research paper that synthesizes and articulates their findings.

Module 9.4 shows where an inquiry process can lead, with *Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science*, a nonfiction text derived from inquiry and the collaboration of its authors. This one-unit module provides students with the opportunity to learn new information about the past that informs the choices they make today. This module also invites students to consider the ethics and consequences of their decisions. Students move through *Sugar Changed the World* with a critical eye, building an understanding of how history helps shape the people, culture, and belief systems of our modern day world. Students apply this lens as they read additional contemporary argument texts related to *Sugar Changed the World*, considering the structure, development, and efficacy of these authors' arguments. The module concludes with a culminating argument paper in which students synthesize their understanding of content and the components that interact to create an effective argument.

Curriculum Map

MODULE 9.1 “So you want a double life”: Reading Closely and Writing to Analyze				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Unit 1: “I’m Home.”				
“St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell	17	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis Engage in productive evidence-based discussions about texts Collect and organize evidence from texts to support analysis in writing Make claims about texts using specific textual evidence Use vocabulary strategies to define unknown words 	RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 W.9-10.2.a, f SL.9-10.1.b, c SL.9-10.4 L.9-10.4.a, b L.9-10.5.a	Mid-Unit: Students write a multi-paragraph response to the following prompt: Choose and explain one epigraph. Analyze the relationship between that epigraph and the girls’ development in that stage. End-of-Unit: Students write a formal, multi-paragraph response to the following prompt: Analyze Claudette’s development in relation to the five stages of Lycanthropic Culture Shock.
Unit 2: “[T]he jewel beyond all price”				
<i>Letters to a Young Poet</i> by Rainer Maria Rilke	11	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis 	CCRA.R.9 RL.9-10.2 RL.9-10.3 RL.9-10.4	Mid-Unit: Students write a formal, multi-paragraph response to the following prompt: What is the impact of Rilke’s specific word

MODULE 9.1 “So you want a double life”: Reading Closely and Writing to Analyze				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<i>Black Swan Green</i> by David Mitchell		<ul style="list-style-type: none"> Engage in productive evidence-based conversations about texts Determine meanings of unknown vocabulary Independently preview text in preparation for supported analysis Paraphrase and quote relevant evidence from a text 	RI.9-10.2 RI.9-10.3 RI.9-10.4 W.9-10.2.a, f SL.9-10.1.b, c L.9-10.4.a, b L.9-10.5.a	choices on the meaning and tone of his letter? End-of-Unit: Students write a formal, multi-paragraph response to the following prompt: Identify similar central ideas in <i>Letters to a Young Poet</i> and <i>Black Swan Green</i> . How do Rilke and Mitchell develop these similar ideas?
Unit 3: “A pair of star-crossed lovers”				
<i>Romeo and Juliet</i> by William Shakespeare	20	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis Engage in productive evidence-based discussions about text Collect and organize content from the text to support analysis in writing Analyze an author’s craft 	RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.7 W.9-10.2.a, c, f SL.9-10.1.b, c L.9-10.4.a-c L.9-10.5.a	Mid-Unit: Students write a formal, multi-paragraph response to the following prompt: How does Shakespeare’s development of the characters of Romeo and Juliet refine a central idea in the play? End-of-Unit: Students write a formal, multi-paragraph response to the following prompt: Select either Romeo or Juliet. How does

MODULE 9.1 “So you want a double life”: Reading Closely and Writing to Analyze				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
				Shakespeare develop this character as a tragic hero(ine)?
Module Performance Assessment				
<i>Letters to a Young Poet</i> “Letter Seven,” by Rainer Maria Rilke <i>“St. Lucy’s Home for Girls Raised by Wolves”</i> by Karen Russell <i>Romeo and Juliet</i> by William Shakespeare	4		CCRA.R.9 RL.9-10.2 RL.9-10.3 RL.9-10.11 RI.9-10.2 RI.9-10.4 W.9-10.2.a, c, f W.9-10.6 SL.9-10.1.b, c L.9-10.4.a-c L.9-10.5.a	Students gather evidence to support their response to the following assessment prompt: Identify a specific phrase or central idea in paragraphs 4–9 of Rilke’s “Letter Seven.” Analyze how that phrase or central idea relates to one or more characters or central ideas in “St. Lucy’s Home for Girls Raised by Wolves” or <i>Romeo and Juliet</i> .

Note: Bold text indicates targeted standards that will be assessed in the module.

MODULE 9.2 Working with Evidence and Making Claims: How do Authors Structure Texts and Develop Ideas?				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Unit 1: “And then a Plank in Reason, broke, And I dropped down, and down –”				
“The Tell-Tale Heart” by Edgar Allan Poe “I felt a Funeral, in my Brain” by Emily Dickinson	13	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Engage in productive evidence-based discussions about text • Collect and organize evidence from texts to support analysis in writing • Make claims about and across texts using specific textual evidence • Use vocabulary strategies to define unknown words • Paraphrase and quote relevant evidence from texts • Independently preview texts in preparation for supported analysis • Write informative texts to convey complex ideas 	CCRA.R.6 CCRA.R.9 RL.9-10.2 RL.9-10.4 RL.9-10.5 W.9-10.2.a, b, c, d, f W.9-10.9.a SL.9-10.1.a, b, c L.9-10.1 L.9-10.2 L.9-10.4.a, b L.9-10.5.a, b	Mid-Unit: Students write a multi-paragraph response to the following prompt: Identify a central idea in “The Tell-Tale Heart” and discuss how point of view and structural choices contribute to the development of that central idea over the course of the text. End-of-Unit: Students write a multi-paragraph response to the following prompt: Identify a central idea common to “I felt a Funeral, in my Brain,” and “The Tell-Tale Heart” and make a claim about how Dickinson and Poe develop and refine this idea.

MODULE 9.2 Working with Evidence and Making Claims: How do Authors Structure Texts and Develop Ideas?				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Unit 2: “a husband from a husband, children from a child”				
<i>Oedipus the King</i> by Sophocles	20	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis Engage in productive evidence-based conversations about text Provide an objective summary of a text Make claims about texts using specific textual evidence Collect and organize evidence from texts to support analysis in writing Organize evidence to plan around writing Paraphrase and quote relevant evidence from texts Create connections between key details to form a claim 	RL.9-10.2 RL.9-10.3 RL.9-10.5 W.9-10.2.a, b, c, d, f W.9-10.5 W.9-10.9.a SL.9-10.1.a-d L.9-10.1 L.9-10.2 L.9-10.4.a, b L.9-10.5.a	Mid-Unit: Students write a multi-paragraph response to the following prompt: What relationship does Sophocles establish between prophecy and Oedipus’s actions? How does this relationship develop a central idea? End-of-Unit: Students write a multi-paragraph response to the following prompt: How does Sophocles develop the tension between Oedipus’s guilt and his innocence? Use evidence from the text to support your response.

MODULE 9.2 Working with Evidence and Making Claims: How do Authors Structure Texts and Develop Ideas?				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		<ul style="list-style-type: none"> Use vocabulary strategies to define unknown words Write informative texts to examine and convey complex ideas Critique one's own writing Revise writing 		
Unit 3: "Everybody is guilty of Something"				
<p>"True Crime: The roots of an American obsession" by Walter Mosley</p> <p>"How Bernard Madoff Did It" by Liaquat Ahamed</p> <p><i>The Wizard of Lies: Bernie Madoff and the Death of Trust</i>, pages 361–364 by</p>	13	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis Engage in productive evidence-based conversations about text Provide an objective summary of a text Paraphrase and quote relevant evidence from a text Make claims about texts using specific textual evidence Collect and organize evidence from 	<p>CCRA.R.9</p> <p>RI.9-10.2</p> <p>RI.9-10.5</p> <p>RI.9-10.7</p> <p>W.9-10.2.a, b, c, d, f</p> <p>W.9-10.5</p> <p>W.9-10.9.b</p> <p>SL.9-10.1.a, b, c, d</p>	<p>Mid-Unit:</p> <p>Students write a multi-paragraph response to the following prompt: How does Mosley shape and develop his claim that "We are fascinated with stories of crime, real or imagined" (par. 16)? Students then use the 9.2.3 Mid-Unit Peer Review Tool (Criterion 1 and Criterion 2) to review their own and a peer's responses before revising their own response based on both reviews.</p> <p>End-of-Unit:</p> <p>Students use textual evidence to engage in a</p>

MODULE 9.2 Working with Evidence and Making Claims: How do Authors Structure Texts and Develop Ideas?				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Diana Henriques		texts to support analysis in writing <ul style="list-style-type: none"> Organize evidence to plan around writing Make evidence-based claims Create connections between key details to form a claim Use vocabulary strategies to define unknown words Write informative texts to examine and convey complex ideas Critique one's own writing and peers' writing Revise writing Generate and respond to questions in scholarly discourse 	SL.9-10.4 SL.9-10.6 L.9-10.1 L.9-10.2 L.9-10.4.a, b L.9-10.5.a	fishbowl discussion of one of the following prompts: To what extent does Ahamed's article support or challenge claims that Mosley made in "True Crime: The Roots of an American Obsession"? OR To what extent is Mosley's claim that "Everybody is guilty of something" (par. 1) supported or challenged by Henriques?
Module Performance Assessment				
"The Tell-Tale Heart" by Edgar	4		CCRA.R.9 RL.9-10.2	Students draw upon their analysis of the 9.2 Module texts in order to respond to the

MODULE 9.2 Working with Evidence and Making Claims: How do Authors Structure Texts and Develop Ideas?				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Allan Poe “I felt a Funeral, in my Brain,” by Emily Dickinson <i>Oedipus the King</i> by Sophocles “True Crime: The roots of an American obsession” by Walter Mosley “How Bernard Madoff Did It” by Liaquat Ahamed <i>The Wizard of Lies: Bernie Madoff and the Death of Trust</i> by Diana Henriques			RL.9-10.5 RL.9-10.11 RI.9-10.2 RI.9-10.5 W.9-10.2.a, b, c, d, f W.9-10.5 W.9-10.9.a, b L.9-10.1 L.9-10.2	following prompt: Identify a central idea shared by one literary text and one informational text. Use specific details to explain how this central idea develops over the course of each text, and compare how the authors’ choices about text structure contribute to the development of this idea.

Note: Bold text indicates targeted standards that will be assessed in the module.

MODULE 9.3 Building and Communicating Knowledge through Research: The Inquiry and Writing Processes				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Unit 1: Using Seed Texts as Springboards to Research				
<i>Animals in Translation: Using the Mysteries of Autism to Decode Animal Behavior</i> , Chapter 1 by Temple Grandin and Catherine Johnson	10	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis Engage in productive evidence-based discussions about text Collect and organize evidence from texts to support analysis in writing Collect and organize evidence from texts to support claims made in writing Analyze the treatment of a text through multimedia (film) Craft claims about the development and refinement of central ideas in a text 	RI.9-10.1.a RI.9-10.2 RI.9-10.3 RI.9-10.5 RI.9-10.7 W.9-10.2 W.9-10.4 W.9-10.7 W.9-10.9 SL.9-10.1 L.9-10.4.a-d	End-of-Unit: Students complete a two-part writing assessment. Part 1: How does Grandin develop and refine a central idea in the text? In a multi-paragraph response, identify a central idea from Chapter 1 of <i>Animals in Translation</i> and trace its development and refinement in the text. Part 2: Articulate 2–3 distinct areas of investigation and where they emerge from the text.

MODULE 9.3 Building and Communicating Knowledge through Research: The Inquiry and Writing Processes				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		<ul style="list-style-type: none"> Use vocabulary strategies to define unknown words Identify potential topics for research within a text Use questioning to guide research Conduct pre-searches to validate sufficiency of information to explore potential topics 		
Unit 2: Engaging in an Inquiry-Based, Iterative Research Process				
<p>Student research sources will vary.</p> <p>Students choose texts for research based on their individual research question or problem.</p> <p>Model research sources:</p>	12	<ul style="list-style-type: none"> Assess sources for credibility, relevance, and accessibility Conduct independent searches using research processes including planning for searches, assessing sources, annotating sources, and recording notes Develop, refine, and select inquiry questions for research Develop and continually assess a 	RI.9-10.1.a W.9-10.2 W.9-10.4 W.9-10.7 W.9-10.8 W.9-10.9 SL.9-10.1 L.9-10.4.a, c, d	End-of-Unit: <ul style="list-style-type: none"> Students submit a completed Research Portfolio with the four sections organized, including 1. Defining an Area of Investigation, 2. Gathering and Analyzing Information, 3. Drawing Conclusions, 4. Discarded Material. Evidence-Based Perspective: Students write a one-page synthesis of their perspective derived from their research.

MODULE 9.3 Building and Communicating Knowledge through Research: The Inquiry and Writing Processes				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
1. “The Brains of the Animal Kingdom” by Frans de Waal 2. “Minds of their Own: Animals are smarter than you think” by Virginia Morell 3. “Think You’re Smarter Than Animals? Maybe Not” by Alexandra Horowitz and Ammon Shea 4. “Monkeys Can Perform Mental Addition” by Duke University Medical Center 5. “Animal Intelligence: How		research frame to guide independent searches <ul style="list-style-type: none"> Collect and organize evidence from research to support analysis in writing Craft claims about inquiry questions, inquiry paths, and a problem-based question using specific textual evidence from the research 		Students draw on the research evidence collected to express a perspective on their problem-based question. <ul style="list-style-type: none"> Research Journal: This item is located in the Research Portfolio.

MODULE 9.3 Building and Communicating Knowledge through Research: The Inquiry and Writing Processes				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
We Discover How Smart Animals Really Are” by Edward Wasserman and Leyre Castro				
Unit 3: Synthesizing Research through the Writing Process				
Student texts (research sources) will vary. By 9.3.3, students will have chosen texts for research based on their individual problem-based questions.	8	<ul style="list-style-type: none"> Collect and organize evidence from research to support analysis in writing Analyze, synthesize, and organize evidence-based claims Write effective introduction, body, and conclusion paragraphs for an informative/explanatory research paper Use proper MLA citation methods in writing Edit for a variety of purposes, including using semi-colons, colons, correct spelling, capitalization, and 	W.9-10.2.a-f W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.7 W.9-10.8 W.9-10.9 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.2.a-c	End-of-Unit: Students are assessed on how their final draft aligns to the criteria of the 9.3.3 Rubric. The final draft should present a precise claim that is supported by relevant and sufficient evidence. The draft should be well-organized and develop the research topic clearly and accurately through the effective selection, organization, and analysis of content. The draft should use transitional language that clearly links the major sections of the text and clarifies relationships among the claims and evidence. Finally, the draft should

MODULE 9.3 Building and Communicating Knowledge through Research: The Inquiry and Writing Processes				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		punctuation <ul style="list-style-type: none"> • Use formal style and objective tone in writing • Write coherently and cohesively 	L.9-10.3.a L.9-10.6	demonstrate control of the conventions of written language and maintain a formal style and objective tone.
Module Performance Assessment				
Student texts (research sources) will vary.	5		W.9-10.2 W.9-10.4 W.9-10.5 W.9-10.6 L.9-10.1 L.9-10.2 L.9-10.6	Students respond to the following prompt: Create a blog post using information from your research paper and various multimedia components to enhance your research findings. Update or enhance the information from your research paper by linking to other supporting information and displaying the information flexibly and dynamically. Make effective use of available multimedia components, including hyperlinks, images, graphics, animation, charts, graphs, video, and audio clips.

Note: Bold text indicates targeted standards that will be assessed in the module.

MODULE 9.4 Understanding and Evaluating Argument: Analyzing Text to Write Arguments				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<i>Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom and Science</i> by Marc Aronson and Marina Budhos Supplementary Module Texts: “Globalization” featured in <i>National Geographic</i> “How Your Addiction to Fast Fashion Kills” by Amy Odell “Bangladesh Factory Collapse:	34*	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis Evaluate argument writing Engage in productive evidence-based conversations about text Collect and organize evidence from texts to support analysis in writing Build skills for successful argument writing Analyze authors’ use of rhetoric Revise writing Utilize rubrics for self-assessment and peer review of writing Develop argument-based writing 	CCRA.R.9 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.7 RI.9-10.8 W.9-10.1.a-e W.9-10.4 W.9-10.5 W.9-10.9.b SL.9-10.1.c, d L.9-10.1.a-b L.9-10.2.a-c L.9-10.3.a L.9-10.4.a-c	Mid-Unit: Students draft an argument outline for the following prompt: Who bears the most responsibility for ensuring that clothes are ethically manufactured? Students use the Argument Outline Tool to organize their Mid-Unit Assessment response, collecting evidence and developing claims and counterclaims. End-of-Unit: Students write a multi-paragraph essay in response to the following prompt: Who bears the most responsibility for ensuring that goods are ethically produced?

MODULE 9.4 Understanding and Evaluating Argument: Analyzing Text to Write Arguments				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Who Really Pays for Our Cheap Clothes?" by Anna McMullen "Where Sweatshops Are a Dream" by Nicholas Kristof			L.9-10.5 L.9-10.6	
Module Performance Assessment				
"Why Eat Local?" video featuring Michael Pollan, Nourishlife.org "Why Buy Locally Grown?" featured on dosomething.org "What Food Says About Class in			RI.9-10.6 RI.9-10.8 W.9-10.1.a-e L.9-10.1.a, b L.9-10.2.a-c	Students read and draw evidence from five new source texts to write a multi-paragraph argument essay in response to the following prompt: Is local food production an example of ethical consumption? Provide evidence from at least four sources in your response.

MODULE 9.4 Understanding and Evaluating Argument: Analyzing Text to Write Arguments				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
America” by Lisa Miller “Buying Local: Do Food Miles Matter?” by Gary Adamkiewicz “Immigrant Farm Workers, the Hidden Part of New York's Local Food Movement” by Aurora Almendral				

Note: Bold text indicates targeted standards that will be assessed in the module.

*This module is composed of one unit.

Standards Map

The curriculum consists of assessed and addressed standards. Assessed standards are standards that are assessed in unit and module performance assessments. Addressed standards are standards that are incorporated into the curriculum, but are not assessed.

Key:

Assessed Standard ●

Addressed Standard ○

College and Career Readiness Anchor Standards for Reading					
Key Ideas and Details		9.1	9.2	9.3	9.4
CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.		●		
CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.				
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	●	●		●
Reading for Literature					
Key Ideas and Details		9.1	9.2	9.3	9.4
RL.9-10.1*	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	●			
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	●	●		
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	●	●		
Craft and Structure		9.1	9.2	9.3	9.4
RL.9-10.4*	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	●	●		

RL.9-10.5	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	●	●		
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.		CCRA.R.6		
Integration of Knowledge and Ideas		9.1	9.2	9.3	9.4
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).	●			
RL.9-10.7.a	Analyze works by authors or artists who represent diverse world cultures.				
RL.9-10.8	(Not applicable to literature)				
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	CCRA.R.9	CCRA.R.9		CCRA.R.9
Range of Reading and Level of Text Complexity		9.1	9.2	9.3	9.4
RL.9-10.10*	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	Yearlong standard			
Reading for Informational Text					
Key Ideas and Details		9.1	9.2	9.3	9.4
RI.9-10.1*	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			●	
RI.9-10.1.a	Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).			●	
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	●	●	●	●
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	●		●	●
Craft and Structure		9.1	9.2	9.3	9.4
RI.9-10.4*	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	●			●
RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences,		●	●	●

	paragraphs, or larger portions of a text (e.g., a section or chapter).				
RI.9-10.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.		CCRA.R.6		●
Integration of Knowledge and Ideas		9.1	9.2	9.3	9.4
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.		○	●	●
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.				●
RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. a. Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints.	CCRA.R.9	CCRA.R.9		CCRA.R.9
Range of Reading and Level of Text Complexity		9.1	9.2	9.3	9.4
RI.9-10.10*	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	Yearlong standard			
Writing					
Text Types and Purposes		9.1	9.2	9.3	9.4
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.				●
W.9-10.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.				●
W.9-10.1.b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.				●
W.9-10.1.c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.				●
W.9-10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.				●
W.9-10.1.e	Provide a concluding statement or section that follows from and supports the argument presented.				●

W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	●	●	●	
W.9-10.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	●	●	●	
W.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.		●	●	
W.9-10.2.c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	●	●	●	
W.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.		●	●	
W.9-10.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			●	
W.9-10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	●	●	●	
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				
W.9-10.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.				
W.9-10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.				
W.9-10.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.				
W.9-10.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.				
W.9-10.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.				
W.9-10.3.f	Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.				
Production and Distribution of Writing		9.1	9.2	9.3	9.4
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)			●	○
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)		●	●	●

W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.			●	
Research to Build and Present Knowledge		9.1	9.2	9.3	9.4
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			●	
W.9-10.7.a	Explore topics dealing with different cultures and world viewpoints.				
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.			●	
W.9-10.9*	Draw evidence from literary or informational texts to support analysis, reflection, and research.		○	●	○
W.9-10.9.a*	Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).		○		
W.9-10.9.b*	Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).		○		○
Range of Writing		9.1	9.2	9.3	9.4
W.9-10.10*	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Yearlong standard			
Speaking and Listening					
Comprehension and Collaboration		9.1	9.2	9.3	9.4
SL.9-10.1*	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.	●	●	○	○
SL.9-10.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.		●		
SL.9-10.1.b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	●	●		

SL.9-10.1.c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	●	●		○
SL.9-10.1.d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.		●		○
SL.9-10.1.e	Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.				
SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.				
SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.				
Presentation of Knowledge and Ideas		9.1	9.2	9.3	9.4
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	○	○		
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.				
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)		○		
Language					
Conventions of Standard English		9.1	9.2	9.3	9.4
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		●	●	●
L.9-10.1.a	Use parallel structure.				●
L.9-10.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.				●
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		●	●	●
L.9-10.2.a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.			○	●
L.9-10.2.b	Use a colon to introduce a list or quotation.			○	●

L.9-10.2.c	Spell correctly.			○	●
Knowledge of Language		9.1	9.2	9.3	9.4
L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			●	○
L.9-10.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.			●	○
Vocabulary Acquisition and Use		9.1	9.2	9.3	9.4
L.9-10.4*	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.	○	○	○	○
L.9-10.4.a*	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	○	○	○	○
L.9-10.4.b*	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).	○	○	○	○
L.9-10.4.c*	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	○		○	○
L.9-10.4.d*	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			○	
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	●	○		●
L.9-10.5.a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	●	○		
L.9-10.5.b	Analyze nuances in the meaning of words with similar denotations.		○		
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			●	○

Standards marked with an asterisk () are yearlong standards included in each module.




Powered by

COMPASS

at Valor Collegiate Academies





We believe our
humanity is
found through
our relationship
with others.

Valor's Vision

We envision a world where all children have equitable access to an education that prepares them to live **inspired** and **purposeful** lives. In order to achieve this vision we believe our education system needs to be dramatically upgraded. Our current system is not only failing our kids academically, it is also failing to teach them the **key social and emotional skills** they will need to meet the rapidly changing demands of our world. We strongly believe that engaging students - and the community that supports them - in comprehensive human development is essential to their, and our collective, success.

School Model Design

We have designed our school model around four anchors that we believe, when working together, set the foundation for scholars to live inspired and purposeful lives.

Powered by Compass. We start by broadening the vision for education by placing human development at the core of our model. Our human development model, Compass, ensures that all members of our community are engaging in deep, adaptive development work.

Rigorous and Compass-Integrated Academics. Valor believes that that engaging community members holistically *enhances* our core responsibility of helping students develop intellectual prowess along with critical meaning-making and system-thinking capacities.

Diverse, Equitable, and Inclusive Community. Valor actively creates a widely diverse community so that students will learn to *thrive in a diverse world*. Pushing ourselves to understand, learn from, and communicate effectively across lines of difference and learning to build strong relationships with all kinds of people is crucial.

Built to Last. Our model seeks to build the capacity for sustainability in innovative ways. Valor is committed to creating sustainable school models and works to create sustainability-driven mindsets and capacities in all community members so they are *built to last*.

Powered by Compass Anchor

At the core of Valor's mission - to inspire our diverse community to live inspired, purposeful lives - is the belief that education is about helping young people reach their whole and full potential. Implicit in this belief is the recognition that human development is a complex and lifelong process that requires deep and ongoing engagement. We chose the metaphor of the Compass because we were inspired by the idea of helping students (and adults) create their own "inner Compass" to help guide them through their lives in a reliable way.

Every member of the Valor community is expected to be developing their own *Inner Compass* and to be constantly refining and strengthening it by engaging deeply in their various communities.

FOUNDATIONS OF COMPASS

Our Compass model is grounded in the foundational elements of what it means to be human. "Working the Compass" means growing in body, heart, mind, and spirit in pursuit of excellence in every dimension. The Compass consists of four basic components:



Compass Disciplines

The Valor Compass Consists of five interdependent Disciplines. Each Discipline represents what excellence looks like in each human dimension - body, heart, mind, and spirit. All members of the Valor community aspire to consistently access and live from their True North, to balance their Sharp Mind and Big Heart, and to constantly work to Align their Actions to their Noble Purpose.

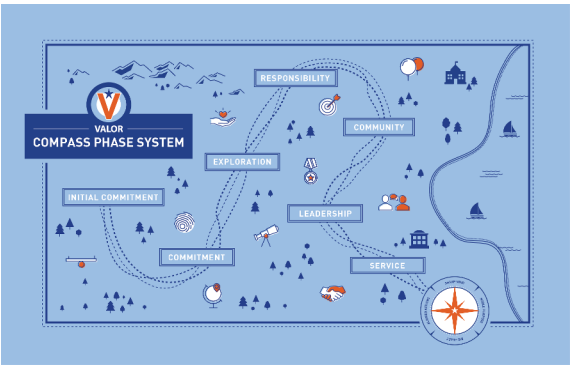


Compass Core Habits

In order to master the Valor Compass Disciplines, it is critical to develop essential mindsets, habits, and skills. While we believe there are many such mindsets, habits and skills that lead to excellence in each human dimension, we have defined a set of Core Compass Habits - two per Discipline - that we believe are essential to developing a reliable "inner Compass".

"We are turning the tide of school culture. The culture of our school is positive, welcoming, and accepting. The fear of sharing true feelings has been diminished.. resonance and encouragement are now the norm." - Teacher, Gibbs Middle School

Compass Developmental Pathways and Badge Work



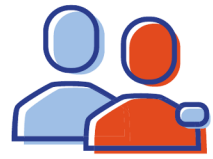
In order to *chart the path* to excellence for our Compass Habits, we have designed a pathway for excellence in each of our 10 core Compass Habits. This is our competency-based framework and allows us to both develop curriculum and to align assessments ensuring our students are making progress towards the development of an inner Compass. We call this pathway the Compass Phase System, which is in many ways like the process of earning badges in Boy Scouts. Participants perform different experiential tasks that are designed to help them grow across the Compass Habits and Disciplines, which culminate and a communal sharing experience within the Compass Circle.



Compass Commitments

Without a foundation of relational safety and trust, it is impossible for individuals to thrive or grow. Valor's Compass Commitments represent the relational or moral agreements we make to each other as members of the Valor community. Our communal aspiration is that through our *commitment-based culture*, we create the foundation of trust and safety for our community to engage in holistic development.

VALOR COMMITMENTS



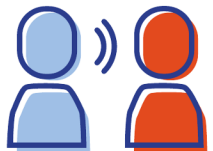
**I COMMIT TO
KEEPING MYSELF
AND OTHERS SAFE.**



**I COMMIT TO
LEAVING NO COMMUNITY
MEMBER BEHIND.**



**I COMMIT TO
SEEKING DIVERSITY
OF PERSPECTIVE.**



**I COMMIT TO
SPEAKING TO THE PERSON,
NOT ABOUT THE PERSON.**



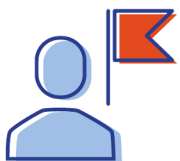
**I COMMIT TO
SPEAKING FROM MY HEART,
BUT USING MY HEAD.**



**I COMMIT TO
WORKING THE COMPASS.**



**I COMMIT TO
WALKING MY TALK.**



**I COMMIT TO
SHOWING UP WITH VALOR.**

WORKING THE COMPASS

Compass Circle Practice

At Valor, we believe that individual human development takes place in safe and trusting communities, and that the community as a whole benefits from each individual's growth. Similar to the communal and individual learning that happens in an academic classroom structure, we 'work out' our human development learning in a community structure called **Circle**. Circle is where the community comes together to support themselves and each other in their Compass development work. Student Compass Circle takes place weekly in small mentor groups, which are intentionally diverse groups led by a faculty mentor. All staff members also participate in Faculty Compass Circle led by a school leader once per week.

History of Circles

Circles have been used as structures for communal meetings for thousands of years. Some of the earliest known tribes and native people, across all continents, used Circles - sometimes called councils - to meet to discuss the most important matters their communities faced. Circles are powerful because they create **natural equity**, inviting everyone to be seen and to be heard. The natural balance in the Circle leads to shared leadership, to hierarchy flattening, and to a sense of equality. Circles also create strong communal focus as everyone in the Circle has their attention directed to the same place: the center. In doing so, Circles have helped garner collective wisdom for generations. Finally, Circles are powerful because they invite us to be transparent and in relationship with each other.

As opposed to the modern boardroom, and many classrooms, where imposing tables, agendas, projectors, conference call speakers, and computers can all be viewed as barriers to connection, Circles invite us to simply be together, without mediation. We believe that this intentional closeness is more important than ever in our exponentially fast-paced, digital, and me-first world.

**For more information about the theoretical framework of Compass Circles, reference page 15.*

**"Making it 'normal' to
share inner pieces of
yourself is the best
thing our Circle does
for scholars. It creates
a culture that values
honesty, authenticity
and vulnerability."**

*- Faculty Member, Valor
Voyager*

COMPASS CIRCLE STRUCTURE

The structure of Compass Circle is composed of five core components: True North, Check-In & Check-Back, Circle Work & Resonance, Appreciations, and Closing. Every Compass Circle includes all five core components every time it is practiced.

Circle Components



True North

The True North practice in Circle is a short guided contemplative practice, generally led by the facilitator that helps create a collective sense of presence in the Circle.



Check-In and Check-Back

The Check-In is an opportunity for every participant to briefly share how they are doing and what they might need from Circle. This is also an opportunity to let the facilitator know if a participant has Work to be shared in the Circle. After everyone has checked-in, Check-Backs are an opportunity for the facilitator to Check-Back on a few participants so that they can elaborate on their Check-In and to receive support or celebration from their community.

"We went from a group of kids that wouldn't be able to say their names or a feeling word without laughing, to now some of my kids strategically pick feeling words because they want me to follow up with them... they want to talk to the group about how they are feeling; now [students] love pulling peers in the center of the circle and actually giving them meaningful appreciations... they went from goofy appreciations - 'great shot at basketball!' - to now very deep appreciations - 'I know that your grandmother passed and I know how that feels and how that that's really hard for you. I want you to know that I'm here for you.' We've made huge gains with our group." - Teacher, Achievement First Public Charter Schools



Circle Work and Resonance

Circle Work is the "content" of Circle and consists of a variety of pre-planned Work that participants bring to Circle (Badge Work, Individual, Relationship, and Community Work), as well as organic Work that may surface from the Check-In. The Circle responds to all Work with Resonance - a practice in which participants in the Circle bring the individual who has shared Work to the center of the Circle to name what was particularly salient or moving in the Work. Each piece of Work is followed by Resonance, and resonance always ends with some form of symbolic or physical contact to close the interaction.



Appreciations

Appreciations are an opportunity to publicly share gratitude for the specific ways individuals in our community have impacted us.



Closing

The Closing is a ritual that formally "seals," or closes, the practice of Circle. It consists generally of two components: a reflection and a closing motto or cheer.



COMPASS SUPPORT STRUCTURE

Holistic scholar development fully depends on our ability to create a culture where everyone feels **safe, productive, and known**. When we are successful at building a space where scholars feel safe, productive, and known, they can authentically reflect on their academic goals, celebrate accomplishments, and problem solve when they fall short. The mentoring structure at Valor is designed to provide scholars the **safe base** that's necessary for all important growth and development. Each day, every scholar spends at least 30 minutes with their mentor teacher and mentoring group focusing on specific elements of development.



Academic Coaching

Scholars review their academic goals for the month and create a plan for each week that will best help them meet their monthly goal.



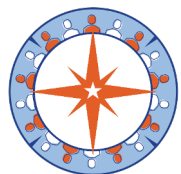
Badgework Coaching

Each week, scholars who are scheduled to share their badgework in Circle will receive one-on-one coaching with their mentor. Badgework coaching allows mentors the opportunity to pre-plan their facilitation of the badgework to ensure scholars are sharing in a way that provides emotional safety for themselves and for the group.



Mini-Circle or Affinity Groups

Mini-Circle is a 30 minute block of time offered during the week to accommodate the scheduling of badgework presentations. If all student badgework can be accommodated in the weekly Circle schedule, then affinity groups are offered during this time as a resource for students to connect with others based on common interest or identity.



Circle

To accommodate the Circle practice each week, mentoring is extended to an hour one day per week. Scholars participate in circle with the same mentoring group for the entire school year to develop a deep sense of trust and safety.



" [Our mentor] has changed all of our lives. Some may not know it yet, but I know she has. {Our mentor] has guided us educationally and emotionally to become better versions of ourselves. She has been a great friend to me, and is always utterly and truly herself."

- 9th Grader, Valor College Prep

FIND YOUR TRUE NORTH



COMPASS CAMP

FOR EDUCATION LEADERS

Valor is committed to serving as a catalyst for sharing and learning with other educators across the country. Whether you are a school leader, a network or district leader, or work outside the education sector altogether, we have a pathway for you to get involved in furthering the work of holistic scholar development through the Compass model.

Join a Circle Tour

Once per month, our Powered by Compass team hosts tours of Valor Circles followed by a Q&A session for those interested in learning more about the Compass model. To inquire about available dates and to reserve your spot on a tour, email info@valorcollegiate.org

Bring Compass to Your School

As a part of our commitment to being a hub for sharing and learning across the nation, we've developed a three-year partnership program, **Compass Camp**, for select schools to fully implement the Compass model with the support of our Network Leadership Coaches (see the next page to learn more!).

While whole-school adoption leads to higher-level impact, we recognize that not every school is ready or able to embark on a full model shift. For this reason, we're also offering a **Leadership Series**, primarily focused on providing school-based staff with Compass tools and resources that are able to be directly implemented with scholars. Email compass@valorcollegiate.org for more information..

Support the Mission

Despite consistently strong academic results, Valor and other charter schools receive fewer per pupil resources and zero capital funds. As we add more grades and campuses, we need help to ensure we can provide seats for students and families who aspire to our shared vision for the future. Visit valorcollegiate.org/donate to secure a future for Nashville's future leaders.

Like you, our partners know that education should inspire students to lead inspired, purposeful lives long after graduation. Together, we are building stronger school and organizational cultures, clear systems for staff development, restorative behavior management practices, and so much more by integrating our relationship-based framework into schools across the country.

Our partners are seeing powerful results as they implement Compass

- stronger school culture
- amplified academic results
- stronger relationships and sense of belonging
- stronger organizational culture
- talent development and retention

Diverse communities of educators are forming during Valor's **Compass Camp** to deepen their understanding and implementation of the Compass model. By joining a **Compass Camp cohort**, you'll receive:



COACHING

You'll get direct training and support from our Network Leadership Coaches



CURRICULUM

You'll gain access to our entire playbook for social-emotional learning. 12



COMMITMENT

You'll have our full support during your implementation phases.



"Valor tailored an adult learning pathway to deeply understand the why behind each part of the program, to ensure partner schools met critical conditions for success, and to enable leaders to model strong adult circles and effectively coach student circles."

- Doug McCurry, Co-CEO and Superintendent, Achievement First

"On a scale of 0-5 for how invested I am in this program, I'm at a 10. As a school leader, I have a responsibility to provide this depth of development for our kids. Even before I knew what this journey entailed, I was all-in and fully committed to engaging our community in this work. Having our students to come into this space where they are seen, heard and safe makes me really proud that we are providing that space for them. Having seen this work in action I am even more invested in it than when I started, which I didn't think was possible."

- Principal, Alliance O'Donovan Middle School

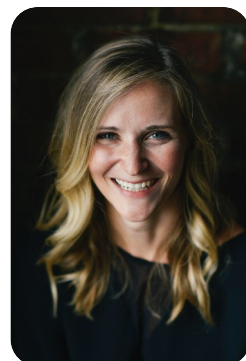


Compass Camp's Early Impact

99% of Faculty across our Compass Camp cohorts believe Compass is worth the investment of time and resources

100% of our partner schools are expanding their Compass development in year two of implementation

2,267 students are experiencing comprehensive human development as a central component of their education



Ready to 'Work the Compass'?

We'd love to connect about partnering with you in this important work. Reach out to our Director of Strategic Partnerships to start the conversation, or If you're meeting us in-person, leave your info with us and we'll be in touch soon!

Taryn Sprayberry, Director of Strategic Partnerships
tsprayberry@valorcollegiate.org



**POWERED BY
COMPASS**

COMPASS

Appendix



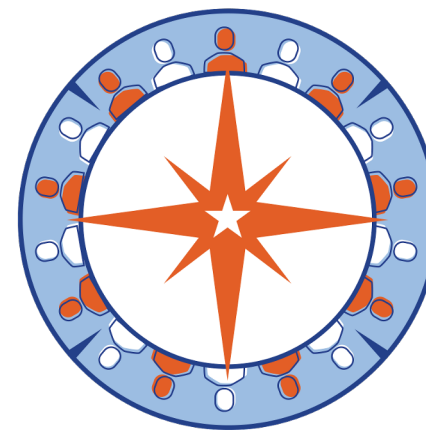
Compass Circles at Valor

While Valor's Compass Circles draw from a variety of sources and influences, the model itself is research-informed, secular, and designed with inclusion, equity, and diversity in mind. There are four primary influences that are integrated into the Compass Circle approach:

Indigenous practices. The Valor Compass, itself, is based on an indigenous directional model and elements of the Compass Circle practice and structure are inspired by indigenous Circle and Council practices. A few examples of this influence are the use of a contemplative practice to open the Circle, the use of a Circle process to support individuals in seeking and receiving communal wisdom, the public "working through" of conflict, the "talking stick" norm of one person speaking and everyone else listening deeply, and the role of the facilitator as the "circle keeper".

Gestalt Group Work. Compass Circles integrate key principles from Gestalt group work. A key tenet of Gestalt group work is that change happens by working with phenomena as they arise, in the "here and now". This present-moment focused work asks that all participants in the group engage with each other in an *embodied* (bringing awareness to their senses, bodies, and feelings) and *relational* (bringing awareness to the relationships in their lives and how they engage in those relationships) manner. In all Compass Circles, the facilitators are trained to help participants engage in an embodied and relational manner. A second tenet of Gestalt group therapy is the belief that everyone in the group benefits from witnessing and/or participating in the "work" of a few individuals. By listening deeply to others stories, we become more clear about our own life stories. Compass Circles are built around this powerful idea - that **our communal growth is deeply tied to each member's individual growth.**

Narrative Practice. The primary influence of Narrative Theory in Compass Circles is the focus on individual and collective identity development. Everyone's work in Compass Circle is designed to help them explore a multi-storied way of experiencing themselves. Circle practices reinforce both the telling of multi-storied narratives and in having preferred, or new, story-lines reflected back by a supportive community. Another key tenet of Narrative practices is the idea that everyone has *storytelling rights*. Compass Circle facilitators and participants are trained to listen and ask questions in a manner that deeply respects participants rights to be "experts on their own experience".



Differentiating Compass Circles from Other Practices

We are often asked about the ways in which Compass Circles overlap with or differ from other practices, approaches, or ideas that are currently popular in education reform. The following practices overlap with and differ from Compass Circles in important ways:

Compass Circles and Restorative Circles. An important movement in justice and education reform is the shift from traditional justice systems to restorative justice systems. One commonly used practice in restorative justice-based school discipline systems is a *restorative justice Circle*. These Circles, sometimes called Peacemaking Circles or Restorative Circles, are generally used in a responsive manner and are aimed at uncovering and repairing harm between an offender and a victim with the support of their community. They generally happen on an as-needed basis and not everyone in the community participates in them.

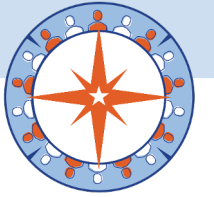
Compass Circles, on the other hand, are a proactive and organizational-wide practice that everyone participates in every week as part of a commitment to comprehensive human development. Everyone is expected to participate and to support each other growing as whole humans and into a strong community. While we believe that Compass Circles are restorative in nature and there is a lot of alignment between Compass Circles and restorative Circles, it is important to recognize that the 1) structure and purpose and 2) expectation of who participates is generally different in the two approaches. Compass Circles can serve as a foundational support to restorative Circles and the two practices can easily be implemented together in a community.

Compass Circles and Group Therapy. Group therapy, in general, is a process led by a therapist with the explicit aim of helping participants overcome a particular mental health issue or set of issues. One aspect of most group therapy models is garnering social support from those with similar mental health issues. Most group therapy models are also process-based and encourage participants to share somewhat freely and openly about their inner experience. The therapist guides this conversation and intervenes according to the group therapy model they are using. Compass Circles differ from group therapy in several important ways.

First, they are not designed to surface or work directly with mental health issues. While Compass Circles are designed to foster growth and connection, they are not designed to surface trauma, to surface "unconscious" elements of participants experience, or to work directly with known or unknown psychopathologies. They are designed, instead, to

allow individuals and their community to practice and develop proactive, strength-based, and social-emotional skills that lead to individual, relational, and community growth. The Badge Work and sharing in Circle is designed in a way that safely supports individuals in exploring their inner worlds, discovering their strengths and growth edges, and learning to use a community to support their continued growth.

Compass Circles and Trauma-Informed Practices. Compass Circle is designed to support individuals and communities in their growth. Trauma, when defined as experiences that exceed one's coping mechanisms, often impedes this growth. Compass Circles are designed to be trauma-informed practices, providing safety, community support, empowerment, voice, and choice. While Compass Circle Work is not designed to draw out or dive into traumatic stories or experience, facilitators are trained to be on the look-out for individuals who may have their trauma histories triggered in Compass Circles. There are many safeguards in Compass Circles that help to minimize these potential triggers. First, facilitators are trained to share with all participants that Compass Circles are designed with the explicit intent that individuals are *always in control* of what and how much they share in Circle. It is important, particularly for individuals with histories of trauma, that they determine how much they want to actively participate in Compass Circles. The only required participation in a Circle is the simple Check-in, but everything else is voluntary. There are also instances when someone with a history of trauma may be triggered by sharing from another participant or simply doesn't feel ready/strong enough to participate in a Compass Circle on a particular day. In our experience in running Compass Circles in our schools, this is not a regular occurrence, but it is important that individuals know that they have the power and voice to speak up for themselves if they aren't able to participate in a Compass Circle. When safety is established in this way, often people with histories of trauma report feeling healed and supported through participating in Compass Circles.



Compass Circles and Diversity, Equity and Inclusion Principles

The focus on diversity, equity, and inclusion in education is bringing a critical lens to historically unjust practices and systems. Ultimately, we believe that Compass Circles provide communities with a tool and practice to promote this justice work within their community. Like all tools and practices, however, the application of the tools and practice are susceptible to misuse, ignorance, marginalization, and oppression. Compass Circles don't, in and of themselves, fix injustice issues. Instead, Compass Circles tend bring these topics to the surface, and invite the community to engage in any needed justice work.

There are elements of Compass Circles that can be leveraged to amplify diversity, equity, and inclusion work:

- Compass Circles have a hierarchy-flattening effect where all members of the Circle are asked to participate in an equally transparent manner according to the Compass Commitments. This does not mean that real power imbalances don't exist in Compass Circles, but allows for relational access, transparency, and accountability.
- Compass Badge Work also provides individuals with the opportunity to listen to and resonate with each other's stories. This simple practice allows many layers of diversity to arise naturally, and on the storyteller's terms, in a way that amplifies the deep diversity - and connection - within the community.
- The focus on multi-storied identity development - a key element of the Badge Work - helps individuals and the community develop a deeper sense of appreciation for both the danger of "single storying" others and the richness of the stories that exist within each of us.
- Because Circle sharing and storytelling is invited to be done on the storyteller's terms, it is a foundationally inclusive practice that invites people to share (or not share) important elements of their identity in a supportive setting.
- Because sharing and resonance are situated within embodied experience, some traditional barriers to equity are removed and many report a sense of equal access to voice and space within Compass Circles.

This is not to say that some individuals, based on personal or cultural history, may feel less comfortable and/or culturally aligned with the Compass Circle practice itself. Facilitators are trained to be cautious in honoring this and to not push members to share or participate in a way that exceeds their current resourcing.

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Nashville, TN 37211

The information in this handbook represents the current version of the Compass Circle model at its release in June 2019. Due to our commitment to continuous quality improvement, this handbook may not represent our most current thinking and work. The most current version of the handbook will be available through Valor Collegiate Academies at www.valorcollegiate.org.



PINNACLES PREP

PINNACLES PREP

Section 6: Attachment 6

Contents:

- Curriculum Development Plan
- Example: Teton Science School Place Network Place-Based Curriculum Unit

Section 6: Attachment 6: Curriculum Development Plan

The Pinnacles Prep principal, in partnership with Teton Science School Place Network (TSSPN) establishes the framework for our approach to place-based education and how that approach is both appropriate for our intended population and responsive to the needs of a culturally and linguistically diverse school population. The Pinnacles Prep curriculum development plan is as follows:

Date	Description	Lead
Summer 2020	Develop 3-year project scope and sequence	Principal, TSSPN
Summer – Fall 2020	Develop project and portfolio/exhibition rubrics	Principal, TSSPN
Summer – Fall 2020	Put together instructional review team to review projects and rubrics. Review team is comprised of FACE Committee Members, CBO staff, community members, local instructional experts	Principal, TSSPN
Fall 2020	Review team reviews projects for bias, using Washington Office of the Superintendent of Public Instruction Curriculum Bias evaluation tool	Principal, TSSPN
Fall 2020 – Spring 2020	Task the review team with selecting curricular choices, using evaluation tool for: Foreign Language, Art, and STEM	Principal and Review Team
Fall 2020 – Spring 2020	Task the review team with horizontal and vertical alignment of projects and all other curriculum	Principal and Review Team
Spring 2021	Hire founding staff	Principal
Summer 2021	Teacher training in PBE and scope and sequences during summer staff PD time. Teachers give feedback and make changes.	Principal and Interdisciplinary Teaching Teams, TSSPN
Fall 2021	Teams presents curricular scope and sequences to PAC to gather feedback and adjust	Interdisciplinary Teaching Teams and PAC
Fall 2021	School opening - implement first project	Interdisciplinary Teaching Teams
Fall 2021	Review student work to monitor and adjust project scope and sequence, to meet student needs	Interdisciplinary Teaching Teams, TSSPN
Fall 2021 Professional Development day	Teachers revise design of 2nd quarter project , based on student academic needs	Interdisciplinary Teaching Teams, TSSPN
Winter 2022	Review student work to monitor and adjust project scope and sequence, to meet student needs.	Interdisciplinary Teaching Teams, TSSPN
Winter 2022 Professional Development day	Teachers revise design of 3rd quarter project, based on student academic needs.	Interdisciplinary Teaching Teams, TSSPN
Spring 2022	Review student work to monitor and adjust scope and sequence, teaching, and learning to meet student needs. Prepare for 4th quarter Passion projects	Interdisciplinary Teaching Teams, TSSPN
Spring 2022 Professional Development Day	Teachers design Grade 8 projects	Interdisciplinary Teaching Teams



Health, Not Hunger Teacher Overview

Level	3
Local to Global	United Nations Sustainability Goals : Zero Hunger (2), Good Health & Well-Being (3), Responsible Consumption & Production (12), Partnerships for the Goals (17)
Place Schools Theme	Health & Human Ecology
Driving Question	How might we achieve health, not hunger?
Enduring Understanding	By applying economic, cultural, and ecological strategies, we can achieve health, not hunger.
Overview	Eating is a fundamental human need. In this unit, we shift our relationship with food by growing some of our own and deepening our understanding of nutrients all the way down to the level of matter and energy. Because there is enough food to feed the planet, we bust misconceptions about hunger in our own communities and around the world. All this so you can take action to make your place less hungry and more healthy.
Digital ToolKit Skills	Citation and Define tool in Google Docs, importing photos to computer, Google Docs, Google Draw, Google Sheets, Google Slides, Google Forms, Google Sites, <i>video recording and editing (extension)</i>
Materials and Implementation Tips	Materials and Implementation Tips for Health, Not Hunger (for teachers) Materials for Health, Not Hunger (for independent students)
Key to colors	Gear-Up Assignments: (blue) Support learning by building skills. Students may have already completed one or more of these in another unit. Once completed, Gear-Ups only need to be repeated at teacher discretion. Unit-specific Assignments: (white) Uniquely tailored to knowledge and skill development for this unit.

Assignment Name	Purpose	Connections to the Community Impact Project	Artifact(s)	Domains
Gear Up with Google*	Students navigate through a choose-your-own-adventure skill-building tour through the	These skills can facilitate Place Network assignments, including the Community	Confirmation Email, Submission to Novare, & Gear Up with Google Form Submission	Health & Wellness

<p>*Visit Materials & Implementation Tips for instructions to access and use this Form.</p>	<p>Google Suite and learning management system necessary to Place Network.</p>	<p>Impact Project.</p>	<p>Technology learning (14.3.5.1)</p>	
<p>Getting to Know You (facilitated)</p> <p>Getting to Know You (independent)</p> <p>1 hour</p>	<p>To begin the investigation of their communities, students learn about the Place Triangle and create a personal presentation of place.</p>	<p>Students identify what they already do to improve their community as well as evidence of people caring about, celebrating, and even improving their place.</p>	<p>Place-Based Education Approaches Initiative and ownership (25.2.8.2) Getting to Know You presentation Local economy, ecology, & culture (5.1.8.1, 5.2.8.1, & 5.3.8.1) Grammar & Mechanics (18.1.8.13 & 18.2.8.2) Optional: Source evaluation (21.8.8.2)</p>	<p>Leadership & Self-Awareness</p> <p>Community & Culture</p> <p>Language & Literature</p>
<p>What Do You Know about Health and Hunger?* (diagnostic)</p> <p>30 minutes</p> <p>*Visit Materials & Implementation Tips for instructions to access and use this Form.</p>	<p>As a diagnostic tool, students preview what they will be learning in the unit and demonstrate what they already know. Students will complete this again at the end of the unit to measure their progress.</p>	<p>Students demonstrate their initial thinking about the causes and solutions of hunger as well as healthful eating.</p>	<p>What Do You Know? Form Submission Monitoring and adapting during the learning process (25.5.8.2)</p>	<p>Leadership & Self-Awareness</p>
<p>Cue the Notebook (facilitated)</p> <p>Cue the Notebook (independent)</p> <p>45 minutes</p>	<p>Students create and organize their Notebook.</p>	<p>The Notebook is a storehouse for recording learning throughout the unit that informs the Community Impact Project. It also provides space for students to sketch and experiment with ideas during the Generate stage of the Design Thinking process that working electronically does not.</p>	<p>Expectation for how to keep my Notebook organized Goal-setting and planning (25.3.8.4)</p>	<p>Leadership & Self-Awareness</p>
<p>Mindful Eating (facilitated)</p>	<p>To begin engaging more deeply with their food,</p>	<p>Students are introduced to the Driving Question and ideas to</p>	<p>Reflections on the eating meditation</p>	<p>Leadership &</p>

Mindful Eating (independent) 45 minutes	students experience an eating meditation with a healthy snack and begin <i>Food Rules: An Eater's Manual</i> .	jumpstart their Community Impact Projects .	Monitoring and adapting during the learning process (25.5.8.7) Reading Questions for <i>Food Rules: An Eater's Manual</i> Central idea (16.2.8.3)	Self-Awareness Language & Literacy
Reading Questions for <i>Food Rules: An Eater's Manual</i> (facilitated) Reading Questions for <i>Food Rules: An Eater's Manual</i> (independent)	In the “Reading Room” of most assignments, students read a passage of <i>Food Rules: An Eater's Manual</i> and answer questions in order to make sense of the rules, make connections to the rest of the unit, and think about how the rules fit into their lives.	The rules provide students with practical suggestions for improving the healthfulness of their food. These suggestions can provide fodder for their own Community Impact Projects. Students are prompted to add ideas to “The CIP Page” in their Notebooks as they arise from the reading.	Reading Questions for <i>Food Rules: An Eater's Manual</i> Economic decision-making (2.1.8.2) Art intention (8.1.8.1) Nutrition (12.2.8.3 & 12.2.8.7) Evidence (16.1.8.1) Central idea (16.2.8.1 & 16.2.8.3) Word choice and meaning (16.4.8.1) Argument and claim validity (16.8.8.1) Reading proficiency (16.95.8.1) Self-awareness (25.1.8.1) Initiative and ownership (25.2.8.5) Engaging and managing learning (25.4.8.3) Scientific investigation (34.3.8.2) Scientific data analysis (34.4.8.2)	Language & Literacy Community & Culture Science Leadership & Self-Awareness Health & Wellness Creative Expression
The Eating Game (facilitated) The Eating Game (independent) 2 hours	In order to bring attention to the healthfulness of food they eat, students keep a food journal and score points based on straightforward guidelines.	Students apply what they have learned about the healthfulness of their own food to the Driving Question.	Foods close to the sun & Sugar and trans fats Nutrition (12.2.8.3) Food journal and reflections Nutrition (12.2.8.8) Mathematical operations (28.2.2.1) Healthy eating pattern goal Nutrition (12.2.8.9) Strategies to achieve my goal Nutrition (12.2.8.10) Reading Questions for <i>Food Rules: An Eater's Manual</i> Economic decision-making (2.1.8.2)	Health & Wellness Mathematics Community & Culture
Micro Green Thumb (facilitated) Micro Green Thumb (independent)	Students gain first hand experience with gardening by growing and eating their own microgreens. After learning about matter and energy, they will use it as a model to track the energy and matter flow into and out of two systems: the microgreen doing	Students use the experience of growing their own food to begin compiling ideas about how they might achieve health, not hunger in their own communities.	Microgreen sketches Generating artistic ideas (7.1.2.3) Selfie eating microgreens Engaging and managing learning (25.3.8.4) Reading Questions for <i>Food Rules: An Eater's Manual</i> Nutrition (12.2.8.3) Reading proficiency (16.95.8.1) Central idea (16.2.8.1)	Leadership & Self-Awareness Creative Expression Language & Literacy

2.5 hours	photosynthesis and their bodies as they do cellular respiration.			
Sketches to Make You Proud (facilitated) Sketches to Make You Proud (independent) 45 minutes	To set students up for making proportional sketches that look really good, they learn to use basic shapes to create a scaffolding before making the outline and adding texture or shading.	The skill of sketching proportionally will be used during the Generate stage of the Design Thinking Process.	Photo of sketch at each step (scaffolding, outline, and texture/shading) Generating artistic ideas (7.1.8.2) Sketching goal and strategy Goal setting and planning (25.3.8.2)	Creative Expression Leadership & Self-Awareness
Become a Scientific Illustrator (facilitated) Become a Scientific Illustrator (independent) 1.5 hours	Illustrating requires students to observe in a whole new way and allows for communication in a universal language. To develop these skills, students become scientific illustrators. They visit a place where food is grown to answer one of their own questions about health or hunger and apply their new skill of scientific illustration in the field.	Students use this journey as an opportunity to develop their understanding of how to achieve health, not hunger.	Scientific illustrations of food growing Generating artistic ideas (7.1.2.3) Question and answer about health and/or hunger Initiative and ownership (25.2.8.4) Progress towards sketching goal Monitoring and adapting during the learning process (25.5.8.1) “The CIP Page” Challenge identification (11.2.8.1) Reading Questions for Food Rules: An Eater’s Manual Word choice and meaning (16.4.8.1)	Creative Expression Leadership & Self-Awareness Language & Literacy
Assemble Your Team (facilitated) Assemble Your Team (independent) 45 minutes	To build social capital and help them achieve their goals, students assemble a team of supporters who play different roles in their education. In the end, they will “draft” their players.	The students’ Learning Teams can provide invaluable support during their intensive Community Impact Project experience.	Team player concept map Self-awareness (25.1.8.1) Team Roster Table & Email to “team members” and CC my instructor Initiative and ownership (25.2.8.6)	Leadership & Self-Awareness

Build Your Google Site (facilitated) Build Your Google Site (independent) Veteran Place Network Students: Develop Your Google Site (facilitated) Develop Your Google Site (independent) 1.25 hours	<u>Build Your Google Site:</u> Each student creates a website to showcase learning throughout the unit. <u>Develop Your Google Site:</u> Veteran Place Network students continue to grow their website, creating a powerful record of their learning over time.	Throughout the unit students add artifacts and reflections to this site, including documentation of their many impacts, small and large, community and self.	<u>Build Your Google Site:</u> Celebration of Learning Site Creative self-awareness (24.1.8.1) Initiative and ownership (25.2.8.4) Technology learning (14.3.8.1) Invitation to Learning Team and their feedback Monitoring and adapting while collaborating (22.5.8.5) <u>Develop Your Google Site:</u> Celebration of Learning Site Self-awareness (25.1.8.1) Creative self-awareness (24.1.8.1) Initiative and ownership (25.2.8.4) Invitation to Learning Team and their feedback Monitoring and adapting while collaborating (22.5.8.5)	Health & Wellness Leadership & Self-Awareness
StoryCorps (facilitated) StoryCorps (independent) 15 minutes	Students learn about and begin participating in StoryCorps by interviewing someone to collect their unique story and perspective. The StoryCorp program will be utilized throughout Place Network to build connections in our communities.	The process of interviewing community member is central to the Define stage of the Design Thinking process; leveraging the StoryCorps philosophy and technology aids in the effectiveness of this process.	Analysis of interview Establishing meaning (23.3.8.1)	Health & Wellness
Hunger Hurts (facilitated) Hunger Hurts (independent) 1.5 hours	The goal of this assignment, which includes conducting an interview, is to be able to empathize with and take the perspective of people experiencing hunger.	Students can apply these empathy-building experiences to develop their Community Impact Projects. Empathy is a key component of equity-centered design.	Signed Sensitivity Statement on Hunger and Starvation Stress-management (15.1.8.2) Monitoring and adapting during the learning process (25.5.8.7) Hunger perspective-taking Nutrition (12.2.8.2) Interview questions and responses Participation (19.1.8.1) Experience of hunger reflections Engages with diverse perspectives (22.6.8.1) Reading Questions for <i>Food Rules: An Eater's Manual</i> Central idea (16.2.8.1) Argument and claim validity (16.8.8.1)	Health & Wellness Language & Literacy Leadership & Self-Awareness

<p>Introducing the Place Triangle (facilitated)</p> <p>Introducing the Place Triangle (independent)</p> <p>Veteran Place Network Students: Reconnect with the Place Triangle (facilitated)</p> <p>Reconnect with the Place Triangle (independent)</p> <p>1 hour</p>	<p>Introducing with the Place Triangle: Students acquaint themselves with the Place Triangle and make a display that will reinforce use of this powerful lense through which to examine their world.</p> <p>Reconnect with the Place Triangle: Instead of doing the same assignment again, Veteran Place Network Students are instructed to spiff up their collages and take their understanding of the Place Triangle even deeper by taking the perspective of someone else.</p>	<p>Using the Place Triangle to establish the importance and constraints of their Community Impact Project is an important skill in the Define stage of the Design Thinking process.</p>	<p>Introducing the Place Triangle: Place Triangle display Generating artistic ideas (7.1.8.2) Economy, ecology, and culture summary of your place Local economy, ecology, and culture (5.1.8.2; 5.2.8.1; 5.3.8.1)</p> <p>Reconnect with the Place Triangle: Spiffed-up Place Triangle display Generating artistic ideas (7.1.8.2) Connections between culture, ecology, and economy Local economy, ecology, and culture (5.1.8.1; 5.2.8.1; 5.3.8.1) Another perspective Engages with diverse perspectives (22.6.8.1)</p>	<p>Creative Expression</p> <p>Community & Culture</p> <p>Leadership & Self-Awareness</p>
<p>Zero Hunger (facilitated)</p> <p>Zero Hunger (independent)</p> <p>1.5 hours</p>	<p>To see how hunger in their area fits into the bigger picture of the world, students sketch county, state, and world maps and research the causes and solutions of hunger worldwide.</p>	<p>Students are prompted to use their understanding of causes and solutions to continue compiling ideas for their Community Impact Project. This assignment lays the groundwork for researching local causes of and supports for hunger in the upcoming interview assignment.</p>	<p>World, state, and county hunger maps Geographic representations (3.1.8.1) Comparison of hunger worldwide with my local area Nutrition (12.2.8.11) Think about my thinking Monitoring and adapting in the creative process (25.1.8.1) Reading Questions for <i>Food Rules: An Eater's Manual</i> Central idea (16.2.8.3)</p>	<p>Health & Wellness</p> <p>Community & Culture</p> <p>Language & Literacy</p>
<p>Host a Hunger Banquet (facilitated)</p> <p>Host a Hunger Banquet (independent)</p> <p>3.25 hours</p>	<p>Students prepare for and host a hunger banquet in order to bring to life the disparity of food and income distribution around the globe.</p>	<p>From a place of empathy, students begin to assess the needs of the people that will be using their design (those who experience undernutrition or food insecurity).</p>	<p>Figure out what resources you need Operations with fractions, ratios, and proportions (28.4.6.1 & 28.4.7.1) Securing resources (25.6.8.1) Master of Ceremonies (MC) script Reflections Initiative and ownership (25.2.8.5) Master of Ceremonies (MC) presentation and discussion Presentation clarity (19.4.8.1) Monitoring and adapting while communicating (23.5.8.5)</p>	<p>Leadership & Self-Awareness</p> <p>Language & Literacy</p> <p>Mathematics</p> <p>Science</p>

			Optional collaboration <i>Contributing and supporting (22.4.8.2)</i> “The CIP Page” Challenge identification (11.2.8.1) Reading Questions for <i>Food Rules: An Eater’s Manual</i> Scientific investigation (34.3.8.2)	
Local Interviews, part 1: Hunger in My Community (facilitated) Local Interviews, part 1: Hunger in My Community (independent) 2.5 hours	Through interviews, students come to better understand the causes of hunger and what support systems exist in their own communities.	The interview data that students collect will allow them to Define the needs of the users, which will directly inform the Opportunity Statements that drive the rest of the project.	Interviews: Staying Organized Sheet Participation (19.1.8.1) Evaluation of spoken or written presentation (19.2.8.1) Local culture (5.3.8.1) Recordings of interviews Monitoring and adapting while communicating (23.5.8.5) “The CIP Page” Equity-centered design (11.1.8.1) Reading Questions for <i>Food Rules: An Eater’s Manual</i> Initiative and ownership (25.2.8.5)	Language & Literacy Leadership & Self-Awareness Community & Culture
What do Plastic Bags and Lions Have in Common? (facilitated) What do Plastic Bags and Lions Have in Common? (independent) 1 hour	Students watch two TED Talks of young people making a difference in their communities and use these models to understand how the Design Thinking Process works so that they will be able to apply it to their own communities.	Through these two exemplars, students are able walk through the entire Design Thinking Process in preparation for applying it to their own communities.	Evaluation of how the Design Thinking Process is demonstrated Cultivating and evaluating ideas (24.2.8.5)	Creative Expression
Your Health and Hunger Community Impact Project (facilitated) Your Health and Hunger Community Impact Project (independent) 1.25 hours	Students identify a way to impact their community and begin the Design Thinking process to make their household, community, or world a less hungry and more healthy place.	Students compile all of their ideas thus far into an Opportunity Statement. Throughout the unit, students continue to reevaluate and redefine their Opportunity Statements to reflect their growing knowledge and skills.	Part 1: Define - Opportunity Statement Challenge identification (11.2.8.1)	

Downtime I (facilitated) Downtime I (independent) 1 hour	Students take time to reflect on their learning in order to create a cohesive story of their progress and update their Celebration of Learning Sites.	Administrivia and reflection provide a check-in on current projects and fodder for future projects.	Updated Celebration of Learning Site: Learner Impact Project check & Notebook check Initiative and ownership (25.2.8.4) Engaging and managing learning (25.4.8.5)	Leadership & Self-Awareness
What's in My Food? (facilitated) What's in My Food? (independent) 2 hours	In order to make choices about the food they eat based on data, students chart the nutrition facts of three foods from fresh to prepared to highly processed and present their findings and recommendations to a family member that shares in the decision-making about food.	Students visually Generate ideas for meeting their Opportunity Statement. Although it can be difficult for some, they are prompted to withhold judgement at this stage (Evaluate will come later) and let their ideas flow.	What's in my Food? Sheet Mathematical arguments (30.3.8.1) Presentation Nutrition (12.2.8.2, 12.2.8.3, 12.2.8.5, & 12.2.8.10) Vocabulary choice (18.6.8.1) Mathematical arguments (30.3.8.1) Reading Questions for Food Rules: An Eater's Manual Initiative and ownership (25.2.8.5) Nutrition (12.2.8.7) Engaging and managing learning (25.4.8.3) Art intention (8.1.8.1)	Health & Wellness Mathematics Language & Literacy Leadership & Self-Awareness Creative Expression
Obesity and Hunger in America (facilitated) Obesity and Hunger in America (independent) 2.25 hours	Students explore the connections between food insecurity and obesity through photo galleries and data they collect at the grocery store.	Students are given the opportunity to incorporate their new knowledge and skills into their Opportunity Statement and prompted Generate a new idea for meeting their Opportunity Statement based on what they have learned about nutrition, obesity, and food insecurity. This process of Defining and REdefining is important to Design Thinking, but it may help students to be reminded that flexibility and an open-mind will likely lead to a stronger and better impact on their community.	Signed Sensitivity Statement on Food Insecurity and Body Weight Stress-management (15.1.8.2) Monitoring and adapting during the learning process (25.5.8.7) Answers to New Face of Hunger questions Economic decision-making (2.1.8.1) Safe and respectful behaviors Monitoring and adapting during the learning process (25.5.8.6) Data tables for Tactic 1 and Tactic 2 with data analysis Nutrition (12.2.8.1) Scientific data analysis (34.4.8.2) "The CIP Page" Idea generation (11.3.8.1) Reading Questions for Food Rules: An Eater's Manual Central idea (16.2.8.1) Initiative and ownership (25.2.8.5) Evidence (16.1.8.1)	Community & Culture Leadership & Self-Awareness Science Language & Literacy Creative Expression

Why Matter Matters (facilitated) Why Matter Matters (independent) 1.5 hours	Students learn how matter is organized from atoms to organisms so that they can understand how their bodies obtain matter from food and can track the matter flowing into and out of them.	Through sketching, students Generate another idea for how they might meet their Opportunity Statements related to what they have learned about matter.	Answers to questions Scientific communication (34.6.8.4 & 34.8.8.1) Diagram of matter flows Energy and matter flow (35.5.5.3) Reading Questions for <i>Food Rules: An Eater's Manual</i> Initiative and ownership (25.2.8.5)	Science Leadership & Self-Awareness Health & Wellness Creative Expression
Finding the Energy (facilitated) Finding the Energy (independent) 1.25 hours	In order to further understand why food is necessary for survival, students learn that food provides their energy and track the energy flowing into and out of them.	Students Generate an idea for how they might use their understanding of energy to meet their Opportunity Statements. The goal of Generating ideas within these different contexts to get a wider diversity of ideas.	Answers to questions & Illustration of cellular respiration Scientific communication (34.6.8.4 & 34.8.8.1) Diagram of energy flows Energy and matter flow (35.5.8.4) "The CIP Page" Idea generation (11.3.8.1) Think about my thinking Monitoring and adapting in the creative process (25.1.8.1) Reading Questions for <i>Food Rules: An Eater's Manual</i> Reading proficiency (16.95.8.1) Initiative and ownership (25.2.8.5)	Science Creative Expression Language & Literacy Leadership & Self-Awareness
Air for Appetizers, Sun for Supper (facilitated) Air for Appetizers, Sun for Supper (independent) 1.5 hours	Students go outside to play a game collecting plants, address a common misconception about where plants get their matter, connect our food to the process of photosynthesis, and revisit the outdoor game to reinforce these concepts.	Students continue to Generate ideas, this time inspired by photosynthesis.	Evidence of playing Plant Hunt Physical fitness participation (13.3.10.2) Answers to questions Scientific communication (34.6.8.4) Structures of life (32.1.8.6) Local ecology (5.2.8.2) <i>Optional extension: Complex word meanings (18.5.8.2)</i> Reading Questions for <i>Food Rules: An Eater's Manual</i> Art intention (8.1.8.1) Nutrition (12.2.8.7) Engaging and managing learning (25.4.8.3)	Science Community & Culture Health & Wellness Language & Literacy Leadership & Self-Awareness
Plants and People: We Depend on Each Other (facilitated) Plants and People: We Depend on	Students bring together all that they have learned about matter and energy as they track the flow into and out of two systems: the microgreen doing photosynthesis and their bodies as doing cellular respiration.	Students Generate an idea based on the relationship between plants and people.	Sketch(es) of matter and energy flowing into and out of you and your microgreens Systems (35.4.8.2) Generating artistic ideas (7.1.8.2) Explanation of how my life depends on plants Structures of life (32.1.8.6) "The CIP Page" Idea generation (11.3.8.1)	Science Creative Expression Language & Literacy Leadership &

Each Other (independent) 1.25 hour			Reading Questions for <i>Food Rules: An Eater's Manual</i> Central idea (16.2.8.1) Scientific data analysis (34.4.8.2)	Self-Awareness
Local Interviews, part 2: Healthy Food in My Community (facilitated) Local Interviews, part 2: Healthy Food in My Community (independent) 2.75 hours	Student come to better understand hunger and obesity in their own communities and then conduct interviews to deepen their understanding.	Students are prompted to incorporate their new empathy and needs assessment into their Opportunity Statement and Generate one last idea. With a wide variety of ideas to choose from, they are now poised to continue progressing through the Design Thinking Process.	Reflections on local food deserts and adolescent obesity Local culture (5.3.8.1) Interviews: Staying Organized Sheet Participation (19.1.8.1) Evaluation of spoken or written presentation (19.2.8.1) Nutrition (12.2.8.11) Recordings of interviews Monitoring and adapting while communicating (23.5.8.5) "The CIP Page" Equity-centered design (11.1.8.1) Idea generation (11.3.8.1) Reading Questions for <i>Food Rules: An Eater's Manual</i> Evidence (16.1.8.1) Initiative and ownership (25.2.8.5)	Community & Culture Language & Literacy Leadership & Self-Awareness Health & Wellness Creative Expression
Prototyping: Making it Real (facilitated) Prototyping: Making it Real (independent) 30 minutes	Students learn rapid prototyping so that they will be empowered to create prototypes in their upcoming Community Impact Project.	This assignment gives students tangible guidelines, examples, and practice with making great prototypes quickly and with the materials at hand, an invaluable skill when Generating ideas.	Rapid Prototyping Notebook entry & How rapid prototyping applies to me Initiative and ownership (25.2.8.5) Prototype and explanation Solution creating and prototyping (11.4.8.1)	Leadership & Self-Awareness Creative Expression
Make a MakerSpace (facilitated) Make a MakerSpace (independent) 30 minutes	Students create a MakerSpace cart for use in upcoming Design Challenges.	Having materials available will dramatically increase students ability to Generate rapid, yet quality, prototypes for their Community Impact Projects.	Reflection on creative process Creative self-awareness (24.1.8.4) Photo of MakerSpace cart Securing resources (25.6.8.1) Maker skills (10.2.8.1)	Leadership & Self-Awareness Creative Expression
Community Impact Project, part 2: Generate	As they strive to achieve health, not hunger in their community, students continue	Students Define their criteria and constraints, choose their top three ideas, create rapid	Criteria and constraints Challenge identification (11.2.8.2) Rapid prototypes	Creative Expression

and Evaluate (facilitated) Community Impact Project, part 2: Generate and Evaluate (independent) 1 hour	to apply the Design Thinking Process.	prototypes, and run the Innovation Test in order to select (and improve) their “winning idea.”	Solution creating and prototyping (11.4.8.1) Innovation Test & Winning idea with new twists Solution creating and prototyping (11.4.8.2) Test with users Solution creating and prototyping (11.4.8.1)	
Illustrations with a Message (facilitated) Illustrations with a Message (independent) 2.5 hours	Students develop their “eye” for two different styles of illustration through art critique and then create their own works mimicking these styles to convey a message related to health and hunger.	Students are encouraged to use their Community Impact Project to inform the subject and message of their artwork.	Strategy and reflections on sketching goal Monitoring and adapting during the learning process (25.5.8.1 & 25.5.8.3) Critique and Comparison Art intention (8.1.8.1) How I will mimic different styles Developing art (7.2.5.2) My message Art connected to world (6.2.5.3) Illustration in the style of Maira Kalman & Illustration in the style of John Burgoyne Art connected to self (6.1.12.1) Optional extension: <i>Presents art (9.2.8.1)</i> Reading Questions for Food Rules: An Eater’s Manual Initiative and ownership (25.2.8.5)	Creative Expression Leadership & Self-Awareness
Letter to the Editor (facilitated) Letter to the Editor (independent) 2 hours	Students identify a community issue or success related to health or hunger that they feel passionate about and submit a letter to the editor of their local newspaper.	Students’ thinking around their Community Impact Projects provide fodder for the topic of their letters to the editor.	Prewriting Initiative and ownership (25.2.8.1) Revision Art Writing feedback (25.5.8.1) Assess Your Writing_Persuasive Self-awareness in communication (23.1.8.1) Letter to the Editor Persuasive essays (21.1.8.2) Clear and coherent writing (21.4.8.1) Grammar (18.1.8.13) Mechanics (18.2.8.2) Reading Questions for Food Rules: An Eater’s Manual Art intention (8.1.8.1) Initiative and ownership (25.2.8.5)	Leadership & Self-Awareness Language & Literacy Creative Expression

What Is a Credible Source? (facilitated) What Is a Credible Source? (independent) 1 hour	Students identify credible sources and establish procedures to use in the future.	Students develop tools for critically evaluating sources of information, key for research on their Community Impact and other projects.	Is This For Real? Checklist Technology source evaluation (14.1.8.1) Digital Citizenship (14.4.8.2)	Health & Wellness
The Eating Game, revisited (facilitated) The Eating Game, revisited (independent) 1.5 hours	Students now use all that they have learned about healthful eating to determine their own scoring, keep another food journal, and reflect on whether their eating habits or perception of hunger have changed.	Students are asked to connect the Eating Game to health, not hunger in their own lives.	Good ideas Nutrition (12.2.8.2 & 12.2.8.3) Food journal Nutrition (12.2.8.8) Mathematical operations (28.2.2.1) Reflections on eating habits and perceptions Engaging and managing learning (25.4.8.3) Healthy eating pattern goal and strategies Nutrition (12.2.8.9 & 12.2.8.10) Reading Questions for <i>Food Rules: An Eater's Manual</i> Nutrition (12.2.8.3 & 12.2.8.7) Self-awareness (25.1.8.1) Engaging and managing learning (25.4.8.3)	Health & Wellness Mathematics Leadership & Self-Awareness
Downtime II (facilitated) Downtime II (independent)	Students take time to reflect on their deepening sense of place and update their Getting to Know You presentation.	Administrivia and reflection provide a check-in on current projects and fodder for future projects.	Connections between culture, ecology, and economy & Updated Getting to Know You presentation Local economy, ecology, and culture (5.1.8.1; 5.2.8.1; 5.3.8.1)	Community & Culture
Community Impact Project, part 3: Create! (facilitated) Community Impact Project, part 3: Create! (independent) 1 hour, likely more	Students continue the Design Thinking process to make their household, community, or world a less hungry and more healthy place.	All that students have done to Define and Generate comes to fruition as they Create their design.	My design Solution creating and prototyping (11.4.8.1) Maker skills (10.2.8.1) Grit and resilience Tolerating risk and ambiguity (24.3.8.1)	Leadership & Self-Awareness Creative Expression
Community Impact Project,	The Design Thinking Process is concluded as students take	Students unveil their design to the users with a Shark	Shark Tank pitch Delivery and expression (23.4.8.2)	Leadership &

part 4: Unveil and Evaluate (facilitated) Community Impact Project, part 4: Unveil and Evaluate (independent) 2.5 hours	their designs to the community in answer to “How might we achieve health, not hunger?”	Tank-style pitch and conclude with an Evaluation of the success of their projects.	Plan for unveiling Securing resources (25.6.5.1) Measure of success Solution testing and evaluation (11.5.8.1)	Self-Awareness Creative Expression
What Do You Know about Health and Hunger?* (summative) 30 minutes *Visit Materials & Implementation Tips for instructions to access and use this Form.	Students complete this assessment again to demonstrate to themselves and the instructor how their learning and confidence has developed over the course of the unit.	In addition to assessing learner outcomes, other elements are also measured, such as Design Thinking, community impact, habits of success, and curiosity/engagement.	What Do You Know? Form Submission Monitoring and adapting during the learning process (25.5.8.2)	Leadership & Self-Awareness
Celebration of Learning (facilitated) Celebration of Learning (independent) 1.75 hours	As a final culmination, students recall, reflect on, and communicate their journey as a student this unit.	Students share their Community Impact Project(s) - their learning, growth, and impact - with others.	Completed Celebration of Learning Site Self-awareness (25.1.8.1) Creative self-awareness (24.1.8.1) Initiative and ownership (25.2.8.1 & 25.2.8.2) Writing production with technology (21.6.8.1) Grammar (18.1.8.13) Mechanics (18.2.8.2) Celebration of Learning_Notecards Informative or explanatory essays (21.2.8.1, 21.2.8.4, & 21.2.8.6) Presentation of Site Presentation digital media use (19.5.8.1) Table of feedback Monitoring and adapting in the creative process (24.5.8.2)	Language & Literacy Leadership & Self-Awareness



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Section 7: Attachment 7

Contents:

- Exit Standards
- Sample Competency-Based Transcript

Section 7: Attachment 7: Exit Standards

Part of the mission and vision of Pinnacles Prep is to cultivate curious, confident, and self-directed students. Our graduates will be the engineers, conservationists, agricultural leaders, and creators that will drive our Valley's future forward. Through rigorous academic standards and relevant place-based projects, we will set them up for success in high school and beyond.

By the time our students graduate from Grade 8 and Grade 12, they will have cultivated the 21st century skills, habits of mind, and knowledge needed to actualize a plan for high school and beyond, rooted in a rigorous college and career course of study. The following charts outline our exit standards at both Grade 8 and Grade 12. Pinnacles Prep exit standards are derived from relevant state and national standards as well as from the resources referenced below.

Pinnacles Prep will convene a team to determine any necessary modifications to exit standards for students with significant disabilities or other circumstances that impact learning. If so, a team of student stakeholders meet and determine what modifications are appropriate; this will only be done when a student's Individualized Educational Plan or 504 require a change.

Critical to the success and achievement of these exit standards are students and mentors monitoring student progress through the Individual Learning Plans (ILPs) for all classes.

Middle School Exit Standards		
Exit Standards	Grade 8 Assessments	Mastery
Humanities (ELA + Social Studies), Math, and Science Washington K-12 Learning Standards	<ul style="list-style-type: none">• End of course assessments and performance tasks• i-Ready Assessments• Smarter Balanced Assessment• Washington Comprehensive Assessment of Science	<ul style="list-style-type: none">• Scoring proficient or above on Marzano scales (or like) and rubrics in each foundational course on 80% or more of priority standards
Place-Based Education (PBE) Teton Science School Place Network Competencies	<ul style="list-style-type: none">• Grade 8 Culminating Passion Project	<ul style="list-style-type: none">• Scoring proficient or above on rubrics aligned to applicable TSSPN Competencies on 80% or more competencies

Sample Mastery Assessment Scale

The sample Grade 6 ELA Marzano Proficiency Scale for the Common Core provides an example of how student mastery of priority standards will be assessed and tracked.

READING		
Questioning, Inference, and Interpretation		
Grade 6		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"> Cite textual evidence to support analysis of what a grade-appropriate text says explicitly, as well as to support inferences drawn from the text (RL.6.1; RI.6.1) 	
	Score 2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> Analysis, cite, explicit, inference, logical, support, text, textual evidence The student will perform basic processes, such as: <ul style="list-style-type: none"> Describe what a grade-appropriate text says explicitly and draw logical inferences 	
	Score 1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Grade 8 Culminating Passion Project

In the final quarter of a student's Grade 8 year they will work on a passion project of their choice either independently or on a team. With guidance from their mentor, community partners, and other students, they will design a project that demonstrates mastery of applicable TSSPN competencies and WA K-12 priority standards. The student's mentor, principal, and a community partner will conduct the final evaluation of the project. All Grade 8 student projects will be presented as part of the final project exhibition evening of the school year. Completing this challenging process also gauges student mastery of the school's core values of *Inquiry*, *Perseverance*, and *Collaboration*.

High school exit standards and example transcript

Pinnacles Prep high school students complete 29 credits in order to graduate curious, confident and self-directed students that lead and succeed in college, career and their communities. We expand the definition of success for our graduates beyond simple letter grades for academic work completed. Therefore, we re-imagine the transcript to include mastery on academic standards as well as social-emotional competencies from the Valor Compass model, and other place-based competencies from Teton Science School's Place Network. The transcript also includes their Final Summit project, internship work, and other evidence of meeting standards and competencies that they receive credit for outside of

the Pinnacles Prep program. Below are the high school exit standards followed by an example transcript that we will use, or something similar.

High School Exit Standards		
Exit Standard	WA State Requirements	Pinnacles Prep Requirements
English	4 Credits	4 Credits
Math	3 Credits: <i>1 credit Algebra 1 or Integrated Math 1</i> <i>1 credit Geometry or Integrated Math 2</i> <i>1 credit other math</i>	4 Credits: <i>3 credits of Integrated Math I-III</i> <i>1 credit aligned to personalized pathway</i>
Science	3 Credits: <i>2 credits of lab</i> <i>1 credit of other science</i>	4 Credits: <i>3 credits of Integrated Science I-III</i> <i>1 credit aligned to personalized pathway</i>
Social Studies and Civics	3 Credits: <i>1 credit US History and Government</i> <i>0.5 credit Contemporary World Problems</i> <i>0.5 credit Civics</i> <i>1.0 credit of Social Studies Elective</i> <i>(may include 0.5 credits of a second semester of Contemporary World History or the equivalent)</i>	3 Credits: <i>1 credit US History and Government</i> <i>0.5 credit Contemporary World Problems</i> <i>0.5 credit Civics</i> <i>1 credit Social Justice</i>
Arts	2 Credits: <i>2 credits Performing or Visual Arts</i> <i>(1 credit may be a personalized pathway requirement)</i>	2 Credits: <i>2 credits Performing or Visual Arts</i> <i>(1 credit may be a personalized pathway requirement)</i>
World Language or Personalized Pathway	2 Credits: <i>Both credits may be a personalized pathway requirement</i>	2 Credits: <i>Both credits may be a personalized pathway requirement</i>
Health and Fitness	2 Credits: <i>0.5 credit of Health</i> <i>1.5 credits of Fitness; students must earn credit for physical education unless excused per RCW 28A.230.050</i>	2 Credits: <i>2 Credits Integrated Health and Fitness I-II</i> <i>(unless excused per RCW 28A.230.050)</i>
Electives	4 Credits	7 Credits <i>4 credits choice</i> <i>1 credit college counseling</i> <i>2 credits of Final Summit Project</i>
CTE	1 Credit: <i>May be an Occupational Education course that meets the definition of an exploratory course as described in the CTE program standards</i>	1 Credits: <i>1 Credit Project-Based CTE course</i>
Additional Graduation Requirements	<ul style="list-style-type: none"> • High School and Beyond Plan • WA State History Requirement • Passing Score on Math SBAC (or alternative) • Passing Score on ELA SBAC (or alternative) • Level 3 on WCAS 	<ul style="list-style-type: none"> • High School and Beyond Plan • WA State History Requirement (embedded into PBE) • Passing Score on Math SBAC (or alternative) • Passing Score on ELA SBAC (or alternative)


		• Level 3 on WCAS
Total	24 Credits	29 Credits

The following is an example transcript from Mastery Transcript Consortium that Pinnacles Prep wishes to emulate.

Kavita Singh

Kavita Singh is a STEM enthusiast and social justice-advocate. She is an aspiring biomedical engineer and hopes for her work to have a tangible impact on marginalized communities.

 [The Nueva School](#)

 10035 95th Ave NE
San Mateo, CA 94403

CREDITS

COURSES



Credit Profile

Distribution of credits earned by the student.

Filter by ☐ Advanced ☐ Foundational

Credit distribution



— Foundational Credit
— Advanced Credit
..... In progress

Social and Emotional Acuity

1 3

- Leadership in Learning Advanced
- Understanding of Self
- Understanding of Others
- Mind-Body Balance
- Self-Directed Learning

Citizenship and Decision-Making

2 2

- Compassionate Integrity Advanced
- Activism and Learning Advanced
- Awareness and Inclusion
- Responsible Decision-Making

Communication and Self-Expression

3 4

- Linguistic Systems Advanced
- Visual and Artistic Creation Advanced
- Public Deliberation Advanced
- Cross-Cultural Connection
- Written Diction and Syntax
- Digital Media
- Visual and Artistic Performance

Problem-Solving and Critical Analysis

1 2

- Technical Design Advanced
- Problem Identification
- Critical Consumption of Data

Quantitative, Technical, and Scientific Fluency


4 3

- Multidisciplinary Technical and Scientific Understanding Advanced
- Applied Modeling Advanced

Evidence

Featured work selected by the student.


Technical Design Advanced



Bioengineering

Brainstormed, researched, designed, iterated, and prototyped two medical wearable devices.

Multiple Technical and Scientific Advanced



Quadratic Surfaces Proofs

Created five distinct ways to derive equations for rotated quadric surfaces.

Compassionate Integrity Advanced



Volunteering for Cake4Kids

Design, bake, and deliver cakes for underprivileged children (primarily foster kids) through the Cake4Kids organization.

Activism and Justice Advanced



Co-founder and co-chair of Annual Feminism Conference

Organized annual conference with renowned speakers and approximately 100 attendees.



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Section 11: Attachment 8

Contents:

- Academic Year Calendar

Pinnacles Prep School Calendar 2021-2022

July 2022						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Significant dates:

Aug 24, 2021 First Day of School

Sep 6, 2021 Labor Day

Nov 11, 2021 Veterans Day

Nov 25-26, 2021 Thanksgiving Break

Dec 20, 2021-January 3 2022 Winter Break

Jan 17, 2022 Martin Luther King Day






Feb 21, 2022 Presidents' Day





April 4-8 2022 Spring Break

May 30, 2022 Memorial Day

June 10, 2022 Last Day of School

June 13-14 Make up days

	Staff PD no school
	Home Visits
	Student Orientation
	Family Night
	Late Start Monday

	Student Led Conferences + Exhibition
	Half-day
	No School
	State Testing Window



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	Feedback Periods	Days
Q1	Aug 24- Oct 29	48
Q2	Nov 1- Jan 24	45
Q3	Jan 25- March 29	45
Q4	March 30- June 10	46
Total	Instructional Days	183



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Section 11: Attachment 9

Contents:

- Middle School Schedule
- High School Schedule

MONDAY	SIXTH GRADE				
	Min	Time	6A	6B	Teacher
	90	7:30-8:50	All Staff PD		Collab 90
	20	9:00-9:20	Community Meeting		community mtg
	60	9:25-10:25	ADVISORY		Advisory-SEL
	45	10:30-11:15	Humanities 6	Math 6	Sci Planning
	30	11:20-11:50	Lunch /Recess		Lunch
	45	11:55-12:40	Science 6	Humanities 6	Math Planning
	45	12:45-1:30	Math 6	Science 6	Hum Planning
	45	1:35-2:20	STEM	Movement	PEAK DM / SST- Hum/Math,Sped,ELL
	45	2:25-3:10	Movement	STEM	Hum/Math,Sped,ELL
	45	3:15-4:00	Office hours		Office Hours

TUESDAY	TUESDAY-6				
	Min	Time	6A	6B	Teacher
	30	8:00-8:30	ADVISORY		Advisory
	60	8:35-9:35	Humanities 6	Math 6	Sci Planning
	60	9:40- 10:40	Science 6	Humanities 6	Math Planning
	60	10:45-11:45	Math 6	Science 6	Hum Planning
	30	11:50-12:20	Lunch and recess		Lunch
	60	12:25-1:25	PEAK	STEM	peak-hum,math
	60	1:30- 2:30	STEM	PEAK	peak-hum,math
	60	2:35-3:35	PBE		All Teach

WEDNESDAY	WEDNESDAY-6 (PBE Long Block Day)				
	Min	Time	6A	6B	Teacher
	30	8:00-8:30	ADVISORY		Advisory
	60	8:35-9:35	STEM	PEAK	PBE DM & Planning
	60	9:40- 10:40	PEAK	STEM	
	30	10:45-11:15	PBE Long Block		All Teach
	30	11:15-11:45	Lunch / RECESS		Lunch
	165	11:50-3:35	PBE Long Block		All Teach

THURSDAY	THURSDAY-6				
	Min	Time	6A	6B	Teacher
	30	8:00-8:30	ADVISORY		Advisory-SEL 20
	60	8:35-9:35	Humanities 6	Math 6	Sci Planning
	60	9:40- 10:40	Science 6	Humanities 6	Math Planning
	60	10:45-11:45	Math 6	Science 6	Hum Planning
	30	11:50-12:20	Lunch and recess		Lunch
	60	12:25-1:25	PEAK	STEM	Hum PEAK
	60	1:30- 2:30	STEM	PEAK	Math PEAK
	60	2:35-3:35	PBE		All Teach

FRIDAY	Friday-6				
	Min	Time	6A	6B	Teacher
	30	8:00-8:30	Community Meeting		comm mtg
	60	8:35-9:35	Humanities 6	Math 6	Sci Planning
	60	9:40- 10:40	Science 6	Humanities 6	Math Planning
	60	10:45-11:45	Math 6	Science 6	Hum Planning
	30	11:50-12:20	Lunch and recess		Lunch
	60	12:25-1:25	PEAK	STEM	Hum Math PEAK
	60	1:30- 2:30	STEM	PEAK	PBIS/SEL DM
	60	2:35-3:35	PBE		All Teach

	SEVENTH GRADE				
	Min	Time	7A	7B	Teacher
	90	7:30-8:50	All Staff PD		Collab 90
	20	9:00-9:20	Community Meeting		community mtg
	60	9:25-10:25	ADVISORY		Advisory-SEL
	45	10:30-11:15	STEM	Movement	PEAK DM / SST- Hum/Math,Sped,ELL
	45	11:20-12:05	Movement	STEM	Hum/Math,Sped,ELL
	30	12:10-12:40	Lunch		Lunch
	45	12:45-1:30	Math 7	Science 7	Hum Planning
	45	1:35-2:20	Humanities 7	Math 7	Sci Planning
	45	2:25-3:10	Science 7	Humanities 7	Math Planning
	45	3:15-4:00	Office hours		Office Hours

	TUESDAY-7				
	Min	Time	7A	7B	Teacher
	30	8:00-8:30	ADVISORY		Advisory
	60	8:35-9:35	Humanities 7	Math7	Sci Planning
	60	9:40- 10:40	Science 7	Humanities 7	Math Planning
	60	10:45-11:45	PEAK	STEM	Hum Math PEAK
	30	11:50-12:20	Lunch and recess		Lunch
	60	12:25-1:25	Math 7	Science 7	Hum Planning
	60	1:30- 2:30	PBE		All Teach
	60	2:35-3:35	STEM	PEAK	PBIS/SEL DM

	WEDNESDAY-7				
	Min	Time	7A	7B	Teacher
	30	8:00-8:30	ADVISORY		Advisory
	60	8:35-9:35	Humanities 7	Math7	Sci Planning
	60	9:40- 10:40	Science 7	Humanities 7	Math Planning
	60	10:45-11:45	PEAK	STEM	peak-hum,math
	30	11:50-12:20	Lunch and recess		Lunch
	60	12:25-1:25	Math 7	Science 7	Hum Planning
	60	1:30- 2:30	PBE		All Teach
	60	2:35-3:35	STEM	PEAK	peak-hum,math

	THURSDAY-7 (PBE Long Block Day)				
	Min	Time	7A	7B	Teacher
	30	8:00-8:30	ADVISORY		Advisory
	60	8:35-9:35	STEM	PEAK	PBE DM & Planning
	60	9:40- 10:40	PEAK	STEM	
	30	10:45-11:15	PBE Long Block		All Teach
	30	11:15-11:45	Lunch / RECESS		Lunch
	165	11:50-3:35	PBE Long Block		All Teach

	FRIDAY-7				
	Min	Time	7A	7B	Teacher
	30	8:00-8:30	ADVISORY		Advisory
	60	8:35-9:35	Humanities 7	Math7	Sci Planning
	60	9:40- 10:40	Science 7	Humanities 7	Math Planning
	60	10:45-11:45	PEAK	STEM	Hum / Math PEAK
	30	11:50-12:20	Lunch and recess		Lunch
	60	12:25-1:25	Math 7	Science 7	Hum Planning
	60	1:30- 2:30	PBE		All Teach
	60	2:35-3:35	STEM	PEAK	Hum / Math PEAK

	EIGHTH GRADE				
	Min	Time	8A	8B	Teacher
	90	7:30-8:50	All Staff PD		Collab
	20	9:00-9:20	Community Meeting		community mtg
	60	9:25-10:25	ADVISORY		Advisory-SEL
	45	10:30-11:15	Humanities 8	Math 8	Sci Planning
	30	11:20-11:50	Lunch /Recess		Lunch
	45	11:55-12:40	STEM	Movement	PEAK DM / SST- Hum/Math,Sped,ELL
	45	12:45-1:30	Movement	STEM	Hum/Math,Sped,ELL
	45	1:35-2:20	Math 8	Science 8	Hum Planning
	45	2:25-3:10	Science 8	Humanities 8	Math Planning
	45	3:15-4:00	Office hours		Office Hours

	TUESDAY-8 (PBE Long Block Day)				
	Min	Time	8A	8B	Teacher
	30	8:00-8:30	ADVISORY		Advisory
	60	8:35-9:35	STEM	PEAK	PBE DM & Planning
	60	9:40- 10:40	PEAK	STEM	
	30	10:45-11:15	PBE Long Block		All Teach
	30	11:15-11:45	Lunch / RECESS		Lunch
	165	11:50-3:35	PBE Long Block		All Teach

	WEDNESDAY-8				
	Min	Time	8A	8B	Teacher
	30	8:00-8:30	ADVISORY		Advisory
	60	8:35-9:35	Humanities 8	Math 8	Sci Planning
	60	9:40- 10:40	Science 8	Humanities 8	Math Planning
	60	10:45-11:45	Math 8	Science 8	Hum Planning
	30	11:50-12:20	Lunch and recess		Lunch
	60	12:25-1:25	PEAK	STEM	peak-hum,math
	60	1:30- 2:30	STEM	PEAK	peak-hum,math
	60	2:35-3:35	PBE		All Teach

	THURSDAY-8				
	Min	Time	8A	8B	Teacher
	30	8:00-8:30	ADVISORY		Advisory
	60	8:35-9:35	Humanities 8	Math 8	Sci Planning
	60	9:40- 10:40	Science 8	Humanities 8	Math Planning
	60	10:45-11:45	PEAK	STEM	Hum / Math PEAK
	30	11:50-12:20	Lunch and recess		Lunch
	60	12:25-1:25	Math 8	Science 8	Hum Planning
	60	1:30- 2:30	PBE		All Teach
	60	2:35-3:35	STEM	PEAK	PBIS/SEL DM

	FRIDAY-8				
	Min	Time	8A	8B	Teacher
	30	8:00-8:30	ADVISORY		Advisory
	60	8:35-9:35	PEAK	STEM	Hum / Math PEAK
	60	9:40- 10:40	STEM	PEAK	Hum / Math PEAK
	60	10:45-11:45	Math 8	Science 8	Hum Planning
	30	11:50-12:20	Lunch and recess		Lunch
	60	12:25-1:25	Humanities 8	Math 8	Sci Planning
	60	1:30- 2:30	Science 8	Humanities 8	Math Planning
	60	2:35-3:35	PBE		All Teach

				GRADE NINE		GRADE TEN		GRADE ELEVEN		GRADE TWELVE	
Monday	Min	Time	Block	9/AB 1	9/AB 2	10/AB 1	10/AB 2	11/AB	11/AB 2	12/AB	12/AB 2
		7:30-9:00	PLC	PLC	PLC	PLC	PLC	PLC	PLC	PLC	PLC
	45	9:05-9:45	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory
	45	9:50-10:35	Block 1	ELA I	Math I	Sci II	Arts II	PBE Civics	Math III	Math IV	ELA IV
	45	10:40-11:25	Block2	Math I	Sci I	PBE /CWP	PBE /CWP	Math III	PBE Civics	ELA IV	Math IV
	30	11:30-12:00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
	45	12:05-12:50	Block 3	Sci I	ELA I	Arts II	Sci II	Sci III	ELAIII	Sci IV/CTE	Elective III
	45	12:55-1:40	Block 4	PBE /History	PBE /History	Language or PP II	Math II	ELAIII	Sci III	PEAK	PEAK
	45	1:45-2:30	Block 5	Language or PP I	Arts I	Math II	ELA II	Elective II	Elective I	Elective III	Elective IV
	45	2:35-3:20	Block 6	Arts I	Language or PP I	ELA II	Language or PP II	Elective I	Elective II	Elective IV	Sci IV/CTE
				GRADE NINE		GRADE TEN		GRADE ELEVEN		GRADE TWELVE	
A DAY Tuesday /Thursday	Min	Time	Block	9/A1	9 A2	10/A1	10/A2	11/ B1	11/ B2	12/B1	12/B2
	45	8:00- 8:45	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory
	85	8:50-10:15	Block 1	ELA I	Math I	Sci II	Arts II	Math III	Sci III	Math IV	ELA IV
	85	10:20-11:45	Block 2	Math I	Sci I	PBE/CWP	PBE/CWP	Sci III	Elective I	ELA IV	Math IV
	30	11:50-12:20	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
	85	12:25-1:50	Block 3	Sci I	ELA I	Math II	Health Fitness	Elective I	ELA III	Sci IV	Elective III
	85	1:55-3:20	Block 4	PBE/US History	PBE/US History	Health Fitness	Math II	ELA III	Math III	PEAK	PEAK
				GRADE NINE		GRADE TEN		GRADE ELEVEN		GRADE TWELVE	
B DAY Wed/Friday	Min	Time	Block	9/ B1	9/B2	10/B1	10/ B2	11/ A1	11/ A2	12/A1	12/A2
	45	8:00- 8:45	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory
	85	8:50-10:15	Block 5	Language or PP I	Arts I	Language or PP II	ELA II	Elective II	PBE Civics	Elective III	Elective IV
	85	10:20-11:45	Block6	Arts I	Language or PP I	ELA II	Language or PP II	PBE Civics	Elective II	Elective IV	Sci IV/CTE
	30	11:50-12:20	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
	85	12:25-1:50	Block 7	Health Fitness	PEAK	Arts II	Sci II	College Counseling		Internship	Internship
	85	1:55-3:20	Block 8	PEAK	Health Fitness	PEAK	PEAK	PEAK	PEAK	Internship	Internship



PINNACLES PREP

PINNACLES PREP

Section 12: Attachment 10

Contents:

- Pinnacles Prep Discipline Policy

Section 12: Attachment 10: Pinnacles Prep Discipline Policy

1. Behaviors for discipline

Pinnacles Prep Discipline Policy is adapted from the Washington State School Directors' Association Policy 3241P, which adheres to Washington laws 392-400 WAC and 28A.600 RCW.

For purposes of all disciplinary policies and procedures, the following definitions will apply:

- **Behavioral violation** means a student's behavior that violates Pinnacles Prep's discipline policies.
- **Classroom exclusion** means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC 392-400-330 and 392-400-335. Classroom exclusion does not include action that results in missed instruction for a brief duration when:
 - (a) A teacher, or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
 - (b) the student remains under the supervision of the teacher or other school personnel during such brief duration.
- **Culturally responsive** has the same meaning as *cultural competency* in RCW 28A.410.270, which states cultural competency includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.
- **Discipline** means any action taken by a Pinnacles Prep in response to behavioral violations.
- **Disruption of the educational process** means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
- **Emergency expulsion** means the removal of a student from school because the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC 392-400-510 through 392-400-530.
- **Expulsion** means a denial of admission to the student's current school placement in response to a behavioral violation, subject to the requirements in WAC 392-400-430 through 392-400-480.
- **Length of an academic term** means the total number of school days in a single trimester or semester, as defined by the board of trustees.
- **Other forms of discipline** mean actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency expulsion, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.
- **Parent** has the same meaning as in WAC 392-172A-01125, and means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student's welfare; or a surrogate parent who has been appointed in accordance with WAC 392-172A.05130. If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless they do not have legal authority to make educational decisions for the student. If a judicial decree or order

identifies a specific person or persons to act as the “parent” of a child or to make educational decision on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.

- **Board of trustees** means the governing board of trustees of Pinnacles Prep.
- **School business day** means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the principal is open to the public for business. A school business day concludes or terminates upon the closure of the principal’s office for the calendar day.
- **School day** means any day or partial day that students are in attendance at school for instructional purposes.
- **Suspension** means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by Pinnacles Prep.
 - In-school suspension means a suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
 - Short-term suspension means a suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
 - Long-term suspension means a suspension in which a student is excluded from school for more than ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.

Pinnacles Prep’s mission is to cultivate curious, confident and self-directed students that lead and succeed in college, their careers, and their communities. In order to ensure that all students are engaged in their education every day, we develop an inclusive and culturally responsive approach to school discipline. A safe environment where students can build a growth mindset daily will help all students lead and succeed. Students and their needs are central to our discipline policy. The major tenants that guide our policy are as follows:

- Positive school-wide behavior expectations are co-created and taught
- Students understand and agree to a Student Code of Conduct for behavior
- Multi-tiered systems of support (MTSS) are in place to support positive behavior

Behavioral Expectations Taught


A set of **positive school-wide behavior expectations are co-created and taught**. Below is a behavior matrix that outlines positive behaviors that we will co-create and practice with students during student orientation. Students will have a chance to add to this matrix in order to understand how our EPIC core values guide our behavior expectations in all areas of the school. When completed, this matrix will have student ownership because they will have contributed to and practiced the expectations in a school-wide rehearsal during orientation. Additionally, these reminders for positive behavior will be written in English and Spanish and posted throughout the school as reminders of how we act in our community.

Pinnacles Prep School-wide Behavior Expectations

Location	Equity	Persevere	Inquiry	Collaborate
Hallways and Stairs	Use appropriate volume. Be verbally respectful. Respect the space of others. Follow adult directions.	Respect the learning of others. Go directly where I need to go. Only carry the things that I need for class.	Look at student work on walls. Make mental note to ask questions in class.	Walk. Stay on the correct side. Take one stair at a time. Open and close lockers carefully. Keep hands and feet to myself.
Lunch	Use appropriate volume. Be verbally respectful. Be thankful for staff and peers. Use manners.	Clean up after myself. Follow adult directions. Respect the space and property of others. Keep my food in my own space.	Talk to someone and ask about their day.	Walk. Stay seated. Wait calmly. Only eat my food. Keep hands and feet to myself.
Bus	Be verbally respectful. Follow adult directions. Help others	Be on time to get on my bus. Wait in line patiently. Stay seated once I am on the bus.	Say hello to the bus driver	Walk. Only riders in the bus chute. Follow all bus safety rules. Remain on the sidewalk. Keep my hands and feet to myself.
Maker Space	Use appropriate volume. Be verbally respectful. Follow adult directions.	Clean up after myself. Return materials. Use materials as intended.	Think about the world that you want to create	Walk. Keep hands and feet to myself. Respect property. Use all technology for educational purposes.
Restrooms	Use appropriate volume. Be verbally respectful. Respect the privacy of others. Follow adult directions.	Report problems. Keep the bathrooms clean and graffiti free. Dispose all items properly.		Keep my hands and feet to myself. Use the sinks and driers appropriately. Wash my hands with soap.
Before and After School	Follow adult directions. Be verbally respectful.	Positively support the activity.	Talk to students	Stay in assigned areas. Be physically respectful.
Office	Be verbally respectful. Follow adult directions. Treat our guests with respect.	Work positively with office staff. Take care of what I need to do, and I will get back to class in a timely manner.		Enter the office quietly. Wait patiently. Remember outside members are visiting

Student Code of Conduct

Students and families sign, **understand, and agree to a student code of conduct for behavior** at family night on the last day of orientation. This student code of conduct outlines positive behavior expectations outlined in the above matrix as well as the type of minor and major behaviors that will trigger corrective interventions. The following major and minor behavior table outlines those behaviors that will result in interventions or discipline. This table was inspired by Rainier Prep's code of conduct. Students will also have a chance to co-author this table during orientation, without being exhaustive, in order to create another layer of ownership and commitment to creating a safe and positive school environment, which is critical to our mission and vision.

 PINNACLES PREP MAJOR AND MINOR BEHAVIORS			
MINOR Behaviors that...		MAJOR Behaviors that...	
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<i>impact you</i>	<i>interfere with the learning environment</i>	<i>affect community</i>	<i>Are dangerous / illegal</i>
<ul style="list-style-type: none"> - Not prepared - Out of seat - Not following directions - Incorrect voice level - Eye rolling - Running / bumping - Chewing gum - Supplies not ready - Eating at unapproved times - Incorrect dress code - Technology misuse 	<ul style="list-style-type: none"> - Teasing or name calling - Unsafe or rough play - Excluding others - Gossiping/rumors - Inappropriate response to teacher redirect - Talking out of turn repeatedly - Disrespect towards property/others - Walking away from an adult talking to you - Repeated Level One behaviors 	<ul style="list-style-type: none"> - Cheating - Lying - Profanity - Leaving classroom without permission - Bullying/harassment - Repeated Level 2 behaviors 	<ul style="list-style-type: none"> - Fighting - Weapons - Assault - Drugs/Alcohol - Theft - Skipping School - Endangering the lives of others
Interventions Could Include			Interventions Will Include
<ul style="list-style-type: none"> - Avoid power struggles - Reflection room - Clear, consistent, and predictable consequences - Natural consequences - Office referral - Reflection sheet 	<ul style="list-style-type: none"> - Alternatives to Suspension - Behavior contract - Behavior Intervention Plan (BIP) - Structured breaks - Check In Check Out (CICO) - Classroom management support 	<ul style="list-style-type: none"> - Immediate office referral - Admin/parent/teacher conference - Pick up from school by family member - Alternatives to suspension - Behavior contract - BIP 	<ul style="list-style-type: none"> - Immediate office referral - Admin/parent/teacher conference - Suspension or expulsion - Pick up from school by family member

<ul style="list-style-type: none"> - Remove from room - Speak in calm and neutral tone - Loss of privilege - Parent/teacher meeting 	<ul style="list-style-type: none"> - Counselor referral - Daily behavior form 	<ul style="list-style-type: none"> - Behavior meetings - Structured breaks - CICO 	
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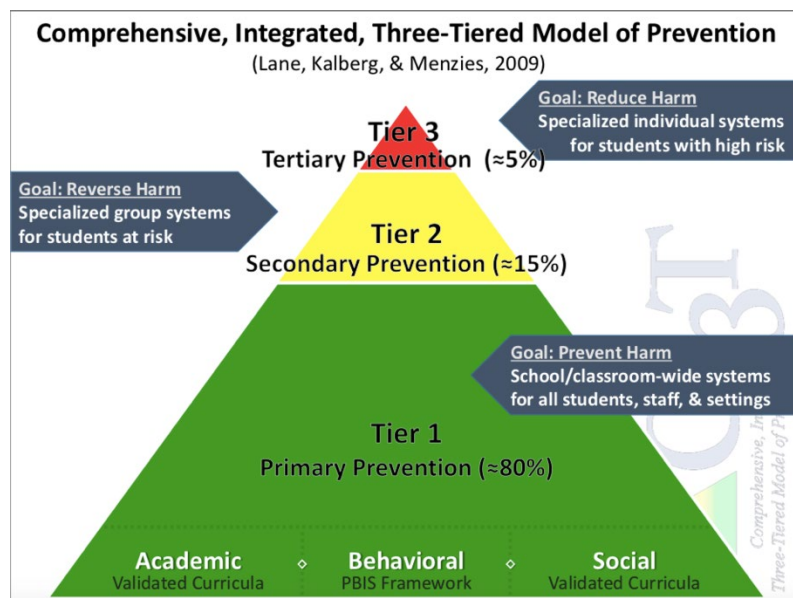
MTSS

Multi-tiered systems of support (MTSS) are in place to support positive behavior in order to support all students to create a safe and respectful community. MTSS is a structural and systematic approach to support learning and our tiered service model is created so that all students get the support they need. Our supports emphasize positive relationships, preventive behavioral strategies, and is grounded in cultural responsiveness (WAC 392-400-010). We use the Comprehensive, Integrated, Three-Tiered (Ci3T) model to create this integrated system because we believe that the collective and focused energies of teachers, parents, and other school personnel are more effective than fragmented efforts and that academic, behavioral, and social support for students should be proactive and supplemental, not reactive and remedial.

The most important part of our entire discipline system is embedded in Tier 1, primary prevention strategies for behavior. This requires that **positive school-wide behavior expectations are co-created, taught, and practiced** during student orientation, as well as students co-authoring and signing a **student code of conduct** which outlines reactive behaviors that will trigger interventions.

Although the Ci3T model is integrated, for the purposes of our discipline policy, we outline only the behavior supports below.

It is critical that Tier 1 strategies for behavior will be implemented consistently from all stakeholders across the entire school. Outlined below is our draft tiered service model. During summer staff institute, teachers have a chance to review it and make any culturally responsive adjustments that reflect the needs of our students. See subprompt 5 for possible additional interventions outlined for each tier.



Tier	Behavioral Interventions
Tier 1: Primary Prevention <ul style="list-style-type: none"> Universal: All students actively receive Tier 1 	<ul style="list-style-type: none"> Positive behavioral interventions and supports framework is utilized

Tier	Behavioral Interventions
<ul style="list-style-type: none"> Approximately 80% of students respond to this level 	<ul style="list-style-type: none"> Behavior expectations are co-created, taught, modeled, reviewed, and reinforced Explicit schoolwide expectations with consistent practices are practiced and shared by all stakeholders Agreed-upon proactive and reactive elements are implemented consistently
<p>Tier 2: Secondary Prevention</p> <ul style="list-style-type: none"> Targeted: Students who do not respond to the primary prevention plan Approximately 10-15% of students Focused intervention to address academic, behavior, or social concerns: <ul style="list-style-type: none"> -Acquisition (can't do) -Fluency (trouble doing) -Performance (won't do) 	<ul style="list-style-type: none"> Action plan for behavior includes review/reteach and analysis Differentiated behavior plans Additional check-ins with mentor and family Support and coaching for teachers around classroom management for specific students
<p>Tier 3: Tertiary Prevention</p> <ul style="list-style-type: none"> Intensive: Students who do not respond to the primary or secondary prevention 5-7% of students Intensive individualized interventions 	<ul style="list-style-type: none"> Functional behavior assessment-based interventions 1:1 meetings with school counselor Connection of family to wraparound service providers

2. Substantial relationship to lawful operation of school

Pinnacles Prep's use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning. Pinnacles Prep will not expel, suspend, or discipline in any manner for a student's performance of or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of preserving the educational process. Pinnacles Prep will not administer any form of discipline in a manner that would prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

As stated above, Pinnacles Prep must have provided the parent(s) opportunity for involvement to support the student and resolve behavioral violations before administering suspension or expulsion. Additionally, the Principal or designee must consider the student's individual circumstances and the nature of the violation before administering a short-term or in-school suspension

3. Early involvement with parents

Pinnacles Prep must provide for early involvement of parents in efforts to support students in meeting behavioral expectations. Additionally, Pinnacles Prep must make every reasonable attempt to involve

the student and parent in the resolution of behavioral violations. Unless an emergency circumstance exists, providing opportunity for this parental engagement is required before administering a suspension or expulsion.

Pinnacles Prep must ensure that it provides all discipline-related communications (oral and written) required in connection with this policy and procedure in a language the student and parent(s) understand. These discipline-related communications include notices, hearings, conferences, meeting, plans, proceedings, agreements, petitions, and decisions. This effort may require language assistance for students and parents with limited English proficiency under Title VI of the Civil Rights Act of 1964. For parents who are unable to read any language, Pinnacles Prep will provide written material orally.

4. Involving parents and students in the resolution of behavioral violations

Unless a student's presence poses an immediate and continuing danger to others, or a student's presence poses an immediate and continuing threat to the educational process, staff members must first attempt one or more forms of other forms of discipline to support students in meeting behavioral expectations before imposing classroom exclusion, short-term suspension, or in-school suspension. Before imposing a long-term suspension or expulsion, Pinnacles Prep must first consider other forms of discipline.

The types of behaviors for which the staff members may use other forms of discipline include any violation of the rules of conduct, as developed annually by the principal. In connection with the rules of conduct, school principals and certificated building staff will confer at least annually to develop precise definitions and build consensus on what constitutes manifestation of problem behaviors. The purpose of developing definitions and consensus on manifestation of a problem behavior is to address the differences in perception of subjective behaviors and reduce the effect of implicit or unconscious bias.

5. Supporting students with other forms of discipline

Pinnacles Prep has identified the following for use as other forms of discipline as a tiered menu of interventions:

Example Tier I Interventions for Behavior		
<ul style="list-style-type: none"> • Rewards such as: <ul style="list-style-type: none"> ○ Break, moving position in class ○ Send student on errand ○ Snack break ○ Take a break ○ Acknowledging positive behavior ○ Praise student frequently ○ Praise when cooperative and well behaved ○ Praise when good attitude and involvement occur ○ Praise when on task ○ Parent call/note home 	<ul style="list-style-type: none"> • Avoid power struggles • Reflection room • Clear, consistent, and predictable consequences • Natural consequences • Office referral • Reflection sheet • Remove from room • Speak in calm and neutral tone • Loss of privilege • Parent/teacher meeting • Nonverbal redirection • Reflection table buddy class • Working recess • Verbal warning 	<ul style="list-style-type: none"> • Teach conflict resolution skills • Teach coping skills • Teach organizational skills • Teach relationship skills • Teach relaxation techniques • Teach social skills • Teach substitute words

	<ul style="list-style-type: none"> • Parent contact conference • Behavior plan • Admin/parent/teacher conference • Pick up from school by family member 	
Example Tier 2 Interventions		
<ul style="list-style-type: none"> • Alternatives to suspension • Behavior contract • Behavior Intervention Plan (BIP) • Structured breaks • Check In Check Out (CICO) • Classroom management support • Counselor referral • Daily behavior form 	<ul style="list-style-type: none"> • Forced choice reinforcement survey • Functional Behavior Assessment (FBA) • Individual & visual schedules • Mentoring • Non-verbal cues & signals • Organizational tools • Peer tutoring 	<ul style="list-style-type: none"> • Self-monitoring • Sensory tools • Social stories • Teach conflict resolution skills • Teach coping skills • Teach relationship skills • Teach relaxation techniques • Teach social skills • The praise game
Example Tier 3 Interventions		
<ul style="list-style-type: none"> • Immediate office referral • Admin/parent/teacher conference • Pick up from school by family member • Alternatives to suspension • Behavior contract • BIP • Behavior meetings • Structured breaks • CICO 	<ul style="list-style-type: none"> • Daily behavior form • Forced Choice Reinforcement Survey • FBA • No passing time • Structured time out 	<ul style="list-style-type: none"> • Collaboration with student's physician and / or mental health provider • Counselor referral • Teach conflict resolution skills

Staff members are not restricted to the above list and may use any other form of discipline compliant with WAC 392-400-025(9).

Additionally, staff may use after-school detention as another form of discipline for not more than 60 minutes on any given day. Before assigning after-school detention, the staff member will inform the student of the specific behavior prompting the detention and provide the student with an opportunity to explain or justify the behavior. At least one professional staff member will directly supervise students in after-school detention.

Administering other forms of discipline cannot result in the denial or delay of the student's nutritionally adequate meal or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

Students and parents may challenge the administration of other forms of discipline, including the imposition of after-school detention using the grievance process below.

6. Staff authority and exclusionary discipline

Pinnacles Prep staff members are responsible for supervising students immediately before and after the school day; during the school day; during school activities (whether on or off campus); on school grounds before or after school hours when a school group or school activity is using school grounds; off school grounds, if the actions of the student materially or substantially affect or interferes with the educational process; and on the school bus.

Staff members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The principal has general authority to administer discipline, including all exclusionary discipline.

Classroom exclusions

After attempting at least one other form of discipline, as set forth above, teachers have statutory authority to impose classroom exclusion. Classroom exclusion means the exclusion of a student from the classroom or instructional activity area based on a behavioral violation that disrupts the educational process. As stated above, the principal, school principals, and certificated staff will work together to develop definitions and consensus on what constitutes behavior that disrupts the educational process to reduce the effect of implicit or unconscious bias. Additionally, Pinnacles Prep authorizes The Dean of Students and Culture to impose classroom exclusion with the same authority and limits of authority as classroom teachers.

Classroom exclusion may be for all or any portion of the balance of the school day. Classroom exclusion does not encompass removing a student from school, including sending a student home early or telling a parent to keep a student at home, based on a behavioral violation. Removing a student from school constitutes a suspension, expulsion, or emergency expulsion and must include the notification and due process as stated in the section below.

Classroom exclusion cannot result in the denial or delay of the student's nutritionally adequate meal or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

The school will provide the student an opportunity to make up any assignments and tests missed during a classroom exclusion. Pinnacles Prep will not administer any form of discipline, including classroom exclusions, in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

Following the classroom exclusion of a student, the teacher (or other school personnel as identified) must report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the principal or the principal's designee as soon as reasonably possible. The principal or designee must report all classroom exclusions, including the behavioral violation that led to it to the Principal. Reporting of the behavioral violation that led to the classroom exclusion as "other" is insufficient.

The teacher, principal, or the principal's designee must notify the student's parents regarding the classroom exclusion as soon as reasonably possible. As noted above, Pinnacles Prep must ensure that this notification is in a language and form (i.e. oral or written) the parents understand, as identified by the communication survey.

When the teacher or other authorized school personnel administers a classroom exclusion because the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process:

- (a) The teacher or other school personnel must immediately notify the principal or the principal's designee; and
- (b) The principal or the principal's designee must meet with the student as soon as reasonably possible and administer appropriate discipline.

Pinnacles Prep will address student and parent grievances regarding classroom exclusion through the grievance procedures.

Suspension and expulsion – general conditions and limitations

Student Peer Panels

The board recognizes that when a student's behavior is subject to disciplinary action, review by a panel of the student's peers may positively influence the student's behavior. The board has discretion to authorize the establishment of one or more student disciplinary boards, which may also include teachers, administrators, parents, or any combination thereof. If so authorized, Pinnacles Prep will ensure that the student disciplinary board reflects the demographics of the student body. The student disciplinary board may recommend to the appropriate school authority other forms of discipline that might benefit the student's behavior and may also provide input on whether exclusionary discipline is needed. The school authority has discretion to set aside or modify the student disciplinary board's recommendation.

Suspension and expulsion

The principal or designee at each school must report all suspensions and expulsions, including the behavioral violation that led to the suspension or expulsion, to the principal or designee within twenty-four (24) hours after the administration. Reporting the behavioral violation that led to the suspension or expulsion as "other" is insufficient.

An expulsion or suspension of a student may not be for an indefinite period and must have an end date. After suspending or expelling a student, Pinnacles Prep will make reasonable efforts to return the student to the student's regular educational setting as soon as possible. Additionally, Pinnacles Prep must allow the student to petition for readmission at any time. Pinnacles Prep will not administer any form of discipline in a manner that prevents a student from completing subject, grade-level, or graduation requirements.

When administering a suspension or expulsion, Pinnacles Prep may deny a student admission to, or entry upon, real and personal property that Pinnacles Prep owns, leases, rents, or controls. Pinnacles Prep must provide an opportunity for students to receive educational services during a suspension or

expulsion (see below). Pinnacles Prep will not suspend or expel a student from school for absences or tardiness.

If during a suspension or expulsion Pinnacles Prep enrolls a student in another program or course of study, Pinnacles Prep may not preclude the student from returning to the student's regular educational setting following the end of the suspension or expulsion, unless one of the following applies:

The principal or designee grants a petition to extend a student's expulsion under WAC 392-400-480; the change of setting is to protect victims under WAC 392-400-810; or another law precludes the student from returning to their regular educational setting.

In accordance with RCW 28A.600.420, Pinnacles Prep must expel a student for no less than one year if Pinnacles Prep has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The principal may modify the expulsion on a case-by-case basis.

Pinnacles Prep may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW 9A.04.110) and displays an instrument that appears to be a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. These provisions do not apply to students while engaged in a school-authorized military education; a school-authorized firearms convention or safety course; or school-authorized rifle competition.

In-school suspension and short-term suspension

School principals or vice principals have the authority to impose in-school and short-term suspension. Before administering an in-school or short-term suspension, staff members must have first attempted one or more other forms of discipline to support the student in meeting behavioral expectations and considered the student's individual circumstances. Pinnacles Prep will not administer in-school suspension that would result in the denial or delay of the student's nutritionally adequate meal.

Unless otherwise required by law, Pinnacles Prep is not required to impose in-school or short-term suspensions and instead, strives to keep students in school, learning in a safe and appropriate environment. However, there are circumstances when Pinnacles Prep may determine that in-school or short-term suspension is appropriate. As stated above, Pinnacles Prep will work to develop definitions and consensus on what constitutes behavioral violations to reduce the effect of implicit or unconscious bias. In accordance with the other parameters of this policy, these circumstances may include the following types of student behaviors:

- Being intoxicated or under the influence of controlled substance, alcohol, or marijuana at school or while present at school activities;
- Bomb scares or false fire alarms that cause a disruption to the school program;
- Cheating or disclosure of exams;
- Commission of any crime on school grounds or during school activities;
- Dress code violations that the student refuses to correct e.g. clothing with lewd, sexual, drug, tobacco, alcohol-related messages, or apparel closely associated with gangs or hate groups;
- Fighting and instigating, promoting, or escalating a fight, as well as failure to disperse;
- Engaging in any form of fighting where physical blows are exchanged, regardless of who initiated the fight—this prohibition includes hitting, slapping, pulling hair, biting, kicking,

choking, and scratching or any other acts in which a student intentionally inflicts or attempts to inflict injury on another;

- Gang-related activity;
- Harassment/intimidation/bullying;
- Intentional deprivation of student and staff use of school facilities;
- Intentional endangerment to self, other students, or staff, including endangering on a school bus;
- Intentional injury to another;
- Intentionally defacing or destroying the property of another;
- Intentionally obstructing the entrance or exit of any school building or room in order to deprive others of passing through;
- Possession, use, sale, or delivery of illegal or controlled chemical substances;
- Preventing students from attending class or school activities;
- Refusal to cease prohibited behavior;
- Refusal to leave an area when repeatedly instructed to do so by school personnel;
- Sexual misconduct that could constitute sexual assault or harassment on school grounds, at school activities, or on school provided transportation;
- Substantially and intentionally interfering with any class or activity;
- Threats of violence to other students or staff; and/or
- Use or possession of weapons prohibited by WA state law.

Initial hearing

Before administering any in-school or short-term suspension, Pinnacles Prep will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation. Additionally, the principal or designee must conduct an informal initial hearing with the student to hear the student's perspective. The principal or designee must provide the student an opportunity to contact their parent(s) regarding the initial hearing. Pinnacles Prep must hold the initial hearing in a language the parent and student understand, as identified in the communication survey.

At the initial hearing, the principal or designee will provide the student:

- Notice of the student's violation of this policy;
- An explanation of the evidence regarding the behavioral violation;
- An explanation of the discipline that may be administered; and
- An opportunity for the student to share their perspective and provide explanation regarding the behavioral violation.

Notice

Following the initial hearing, the principal or designee must inform the student of the disciplinary decision regarding the behavioral violation, including the date when any suspension or expulsion will begin and end.

No later than one (1) school business day following the initial hearing with the student, Pinnacles Prep will provide written notice of the suspension or expulsion to the student and parents in person, by mail,

or by email in a language and form the student and parents will understand. The written notice must include:

- a. A description of the student's behavior and how the behavior violated this policy;
- b. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
- c. The other forms of discipline that Pinnacles Prep considered or attempted, and an explanation of Pinnacles Prep's decision to administer the suspension or expulsion;
- d. The opportunity to receive educational services during the suspension or expulsion;
- e. The right of the student and parent(s) to an informal conference with the principal or designee; and
- f. The right of the student and parent(s) to appeal the in-school or short-term suspension;

Pinnacles Prep will not administer in-school or short-term suspension for more than fifteen (15) cumulative school days during any single semester, or more than ten (10) cumulative school days during any single trimester. Additionally, Pinnacles Prep will not administer a short-term or in-school suspension beyond the school year in which the behavioral violation occurred.

Pinnacles Prep will not administer in-school or short-term suspensions in a manner that would result in the denial or delay of a nutritionally adequate meal to a student.

When administering an in-school suspension, school personnel must ensure they are physically in the same location as the student to provide direct supervision during the duration of the in-school suspension. Additionally, school personnel must ensure they are accessible to offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes.

Long-term suspensions and expulsions

Before administering a long-term suspension or an expulsion, Pinnacles Prep personnel must consider other forms of discipline to support the student in meeting behavioral expectations. Pinnacles Prep must also consider the other general conditions and limitations listed above.

Unless otherwise required by law, Pinnacles Prep is not required to impose long-term suspension or expulsion and may impose long-term suspension or expulsion only for specific misconduct. In general, Pinnacles Prep strives to keep students in school, learning in a safe and appropriate environment. However, in accordance with the other parameters of this policy, there are circumstances when Pinnacles Prep may determine that long-term suspension or expulsion is appropriate for student behaviors listed in RCW 28A.600.015 (6)(a) through (d), which include:

- a) Having a firearm on school property or school transportation in violation of RCW 28A.600.420;
- b) Any of the following offenses listed in RCW 13.04.155, including:
 - Any violent offense as defined in RCW 9.94A.030, including:
 - i. any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
 - ii. manslaughter;
 - iii. indecent liberties committed by forcible compulsion;
 - iv. kidnapping;
 - v. arson;

- vi. assault in the second degree;
 - vii. assault of a child in the second degree;
 - viii. robbery;
 - ix. drive-by shooting; and
 - x. vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner.
- any sex offense as defined in RCW 9.94A.030, which includes any felony violation of chapter 9A.44 RCW (other than failure to registered as a sex offender in violation of 9A.44.132), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
 - inhaling toxic fumes in violation of chapter 9.47A RCW;
 - any controlled substance violation of chapter 69.50 RCW;
 - any liquor violation of RCW 66.44.270;
 - any weapons violation of chapter 9.41 RCW, including having a dangerous weapon at school in violation of RCW 9.41.280;
 - any violation of chapter 9A.36 RCW, including assault, malicious harassment, drive-by shooting, reckless endangerment, promoting a suicide attempt, coercion, assault of a child, custodial assault, and failing to summon assistance for an injured victim of a crime in need of assistance;
 - any violation of chapter 9A.40 RCW, including kidnapping, unlawful imprisonment, custodial interference, luring, and human trafficking;
 - any violation of chapter 9A.46 RCW, including harassment, stalking, and criminal gang intimidation; and
 - any violation of chapter 9A.48 RCW, including arson, reckless burning, malicious mischief, and criminal street gang tagging and graffiti.
- c) Two or more violations of the following within a three-year period:
- criminal gang intimidation in violation of RCW 9A.46.120;
 - gang activity on school grounds in violation of RCW 28A.600.455;
 - willfully disobeying school administrative personnel in violation of RCW 28A.635.020; and
 - defacing or injuring school property in violation of RCW 28A.635.060; and
- d) Any student behavior that adversely affects the health or safety of other students or educational staff.

In addition to being a behavior specified in RCW 28A.600.015, before imposing long-term suspension or expulsion, Pinnacles Prep personnel must also determine that if the student returned to school before completing a long-term suspension or expulsion, the student would pose an imminent danger to students, school personnel, or pose an imminent threat of material and substantial disruption to the educational process. As stated above, Pinnacles Prep will work to develop definitions and consensus on what constitutes such an imminent threat to reduce the effect of implicit or unconscious bias.

Behavior agreements

Pinnacles Prep authorizes staff to enter into behavior agreements with students and parents in response to behavioral violations, including agreements to reduce the length of a suspension conditioned on student participation in treatment or services, agreements in lieu of suspension or expulsion, or

agreements holding a suspension or expulsion in abeyance. Behavior agreements will also describe school actions planned to support behavior changes by the students. Pinnacles Prep will provide any behavior agreement in a language and form the student and parents understand, as identified in the communication survey.

A behavior agreement does not waive a student's opportunity to participate in a reengagement meeting or to receive educational services. The duration of a behavior agreement must not exceed the length of an academic term. A behavior agreement does not preclude Pinnacles Prep from administering discipline for behavioral violations that occur after Pinnacles Prep enters into an agreement with the student and parents.

Initial hearing

Before administering any suspension or expulsion, Pinnacles Prep will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation. Additionally, the principal or designee must conduct an informal initial hearing with the student to hear the student's perspective. The principal or designee must make a reasonable attempt to contact the student's parents and provide an opportunity for the parents to participate in the initial hearing in person or by telephone. Pinnacles Prep must hold the initial hearing in a language the parent and student understand. At the initial hearing, the principal or designee will provide the student:

- Notice of the student's violation of this policy;
- An explanation of the evidence regarding the behavioral violation;
- An explanation of the discipline that may be administered; and
- An opportunity for the student to share their perspective and provide explanation regarding the behavioral violation.

Following the initial hearing, the principal or designee must inform the student of the disciplinary decision regarding the behavioral violation, including the date when any suspension or expulsion will begin and end.

Notice

No later than one (1) school business day following the initial hearing with the student, Pinnacles Prep will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email. If the parent cannot read any language, Pinnacles Prep will provide language assistance. The written notice must include:

- a. A description of the student's behavior and how the behavior violated this policy;
- b. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
- c. The other forms of discipline that Pinnacles Prep considered or attempted, and an explanation of Pinnacles Prep's decision to administer the suspension or expulsion;
- d. The opportunity to receive educational services during the suspension or expulsion;
- e. The right of the student and parent(s) to an informal conference with the principal or designee;
- f. The right of the student and parent(s) to appeal the suspension or expulsion; and
- g. For any long-term suspension or expulsion, the opportunity for the student and parents to participate in a reengagement meeting.

If a long-term suspension or expulsion may exceed ten (10) days, Pinnacles Prep will consider whether the student is currently eligible or might be deemed eligible for special education services. If so, the principal will notify relevant special education staff of the suspension or expulsion so that Pinnacles Prep can ensure it follows its special education discipline procedures as well as its general education discipline procedures.

Divergence between long-term suspension and expulsion

A long-term suspension may not exceed the length of an academic term. Pinnacles Prep may not administer a long-term suspension beyond the school year in which the behavioral violation occurred.

An expulsion may not exceed the length of an academic term, unless the principal grants a petition to extend the expulsion under WAC 392-400-480. Pinnacles Prep is not prohibited from administering an expulsion beyond the school year in which the behavioral violation occurred.

Emergency Expulsions

Pinnacles Prep may immediately remove a student from the student's current school placement, subject to the following requirements:

Pinnacles Prep must have sufficient cause to believe that the student's presence poses:

- An immediate and continuing danger to other students or school personnel; or
- An immediate and continuing threat of material and substantial disruption of the educational process.

Pinnacles Prep may not impose an emergency expulsion solely for investigating student conduct.

For purposes of determining sufficient cause for an emergency expulsion, the phrase "immediate and continuing threat of material and substantial disruption of the educational process" means:

- The student's behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day; and
- School personnel have exhausted reasonable attempts at administering other forms of discipline to support the student in meeting behavioral expectations.

An emergency expulsion may not exceed ten consecutive school days. An emergency expulsion must end or be converted to another form of discipline within ten (10) school days from its start.

After an emergency expulsion, Pinnacles Prep must attempt to notify the student's parents, as soon as reasonably possible, regarding the reason Pinnacles Prep believes the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the education process.

Notice

Within twenty-four (24) hours after an emergency expulsion, Pinnacles Prep will provide written notice to the student and parents in person, by mail, or by email. The written notice must include:

- The reason the student's presence poses an immediate and continuing danger to students or school personnel, or poses an immediate and continuing threat of material and substantial disruption of the educational process;
- The duration and conditions of the emergency expulsion, including the date on which the emergency expulsion will begin and end;
- The opportunity to receive educational services during the emergency expulsion;
- The right of the student and parent(s) to an informal conference with the principal or designee; and
- The right of the student and parent(s) to appeal the emergency expulsion, including where and to whom the appeal must be requested.

If Pinnacles Prep converts an emergency expulsion to a suspension or expulsion, Pinnacles Prep must:

- (a) Apply any days that the student was emergency expelled before the conversion to the total length of the suspension or expulsion; and
- (b) Provide the student and parents with notice and due process rights under WAC 392-400-455 through 392-400-480 appropriate to the new disciplinary action.

All emergency expulsions, including the reason the student's presence poses an immediate and continuing danger to other students or school personnel, must be reported to the principal or designee within twenty-four (24) hours after the start of the emergency expulsion.

7. Appeal, Reconsideration, and Petition

Optional conference with principal

If a student or the parent(s) disagree with Pinnacles Prep's decision to suspend, expel, or emergency expel the student, the student or parent(s) may request an informal conference with the principal or designee to resolve the disagreement. The parent or student may request an informal conference orally or in writing.

The principal or designee must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parent(s).

During the informal conference, the student and parent(s) will have the opportunity to share the student's perspective and explanation regarding the events that led to the behavioral violation. The student and parent will also have the opportunity to confer with the principal or designee and school personnel involved in the incident that led to the suspension or expulsion. Further, the student and parent will have the opportunity to discuss other forms of discipline that Pinnacles Prep could administer.

An informal conference will not limit the right of the student or parent(s) to appeal the suspension or expulsion, participate in a reengagement meeting, or petition for readmission.

Appeals

The appeal provisions for in-school and short-term suspension differ from those for long-term suspension and expulsion. The appeal provisions for long-term suspension or expulsion and emergency expulsion have similarities but the timelines differ.

A student or the parent(s) may appeal a suspension, expulsion, or emergency expulsion to the principal or designee orally or in writing. For suspension or expulsion, the request to appeal must be within five (5) school business days from when Pinnacles Prep provided the student and parent with written notice. For emergency expulsion, the request to appeal must be within three (3) school business days from when Pinnacles Prep provided the student and parent with written notice.

When an appeal for long-term suspension or expulsion is pending, Pinnacles Prep may continue to administer the long-term suspension or expulsion during the appeal process, subject to the following requirements:

- The suspension or expulsion is for no more than ten (10) consecutive school days from the initial hearing or until the appeal is decided, whichever is earlier;
- Pinnacles Prep will apply any days of suspension or expulsion occurring before the appeal is decided to the term of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion; and
- If the student returns to school before the appeal is decided, Pinnacles Prep will provide the student an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.

In-school and short-term suspension appeal

For short-term and in-school suspensions, the principal or designee will provide the student and parents the opportunity to share the student's perspective and explanation regarding the behavioral violation orally or in writing.

The Principal or designee must deliver a written appeal decision to the student and parent(s) in person, by mail, or by email within two (2) school business days after receiving the appeal. The written decision must include:

- The decision to affirm, reverse, or modify the suspension;
- The duration and conditions of the suspension, including the beginning and ending dates;
- The educational services Pinnacles Prep will offer to the student during the suspension; and
- Notice of the student and parent(s)' right to request review and reconsideration of the appeal decision, including where and to whom to make such a request.

Long-term suspension or expulsion and emergency expulsion appeal

For long-term suspension or expulsion and emergency expulsions, the principal or designee will provide the student and parent(s) written notice in person, by mail, or by email, within one (1) school business day after receiving the appeal request, unless the parties agree to a different timeline. Written notice will include:

- The time, date, and location of the appeal hearing;
- The name(s) of the official(s) presiding over the appeal;
- The right of the student and parent(s) to inspect the student's education records;
- The right of the student and parent(s) to inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the hearing;
- The rights of the student and parent(s) to be represented by legal counsel; question witnesses; share the student's perspective and explanation; and introduce relevant documentary, physical, or testimonial evidence; and

- Whether Pinnacles Prep will offer a reengagement meeting before the appeal hearing.

For long-term suspension or expulsion, the student, parent(s) and school may agree to hold a reengagement meeting and develop a reengagement plan before the appeal hearing. The student, parent(s), and school may mutually agree to postpone the appeal hearing while participating in the reengagement process.

Hearings

A hearing to appeal a long-term suspension or expulsion or emergency expulsion is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of student(s) and others involved, Pinnacles Prep will hold hearing without public notice and without public access unless the student(s) and/or the parent(s) or their counsel requests an open hearing. Regardless of whether the hearing is open or closed, Pinnacles Prep will make reasonable efforts to comply with the Family Educational Rights and Privacy Act (FERPA) concerning confidentiality of student education records.

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:

- A single hearing will not likely result in confusion; and
- No student will have their interest substantially prejudiced by a group hearing.

If the official presiding over the hearing finds that a student's interests will be substantially prejudiced by a group hearing, the presiding official may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

For long-term suspension or expulsion, Pinnacles Prep will hold an appeal hearing within three (3) school business days after the principal or designee received the appeal request, unless otherwise agreed to by the student and parent(s).

For emergency expulsion, Pinnacles Prep will hold an appeal hearing within two (2) school business days after the principal or designee received the appeal request, unless the student and parent(s) agree to another time.

The board of trustees may designate a discipline appeal council to hear and decide any appeals in this policy and procedure or to review and reconsider the school's appeal decisions. A discipline appeal council must consist of at least three persons appointed by the board of trustees for fixed terms. All members of a discipline appeal council must be knowledgeable about the rules in Chapter 392-400 WAC and this policy and procedure. The board of trustees may also designate the principal or a hearing officer to hear and decide appeals. The presiding official(s) may not have been involved in the student's behavioral violation or the decision to suspend or expel the student.

Upon request, the student and parent(s) or their legal representative may inspect any documentary or physical evidence and list of any witnesses that Pinnacles Prep will introduce at the appeal hearing. Pinnacles Prep must make the information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing. Pinnacles Prep may also request to inspect any documentary or physical evidence and list of any witnesses that the student and parent(s) intend to introduce at the appeal hearing. The student and parent(s) must make this information

available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

Upon request, the student and parent(s) may review the student's education records. Pinnacles Prep will make the records available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

If a witness for Pinnacles Prep cannot or does not appear at the appeal hearing, the presiding official(s) may excuse the witness' nonappearance if Pinnacles Prep establishes that:

- Pinnacles Prep made a reasonable effort to produce the witness; and
- The witness' failure to appear is excused by fear of reprisal or another compelling reason.

Pinnacles Prep will record the appeal hearing by manual, electronic, or other type of recording device and upon request of the student or parent(s) provide them a copy of the recording.

For long-term suspension or expulsion, the presiding official(s) must base the decision solely on the evidence presented at the hearing. The presiding official(s) will provide a written decision to the student and parent(s) in person, by mail, or by email within three (3) school business days after the appeal hearing. The written decision must include:

- The findings of fact;
- A determination whether (i) the student's behavior violated this policy; (ii) the behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and (iii) the suspension or expulsion is affirmed, reversed, or modified;
- The duration and conditions of suspension or expulsion, including the beginning and ending dates;
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request; and
- Notice of the opportunity for a reengagement meeting and contact information for the person who will schedule it.

For emergency expulsion, Pinnacles Prep will provide a written decision to the student and parent(s) in person, by mail, or by email within one (1) school business day after the appeal hearing. The written decision must include:

- The findings of fact;
- A determination whether the student's presence continues to pose (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process;
- Whether Pinnacles Prep will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If Pinnacles Prep converts the emergency expulsion to a suspension or expulsion, Pinnacles Prep will provide the student and parent(s) notice and due process consistent with the disciplinary action to which the emergency expulsion was converted; and
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request.

Reconsideration of appeal

The student or parents may request that the board of trustees or discipline appeal council, if established by the board of trustees, review and reconsider Pinnacles Prep's appeal decision for long-term suspensions or expulsions and emergency expulsions. This request may be either oral or in writing.

For long-term suspension or expulsion, the student or parent(s) may request a review within ten (10) school business days from when Pinnacles Prep provided the student and parent(s) with the written appeal decision.

For emergency expulsion, the student or parent(s) may request a review within five (5) school business days from when Pinnacles Prep provided the student and parent(s) with the written appeal decision.

- In reviewing Pinnacles Prep's decision, the board of trustees or discipline appeal council, if established, must consider (i) all documentary and physical evidence from the appeal hearing related to the behavioral violation; (ii) any records from the appeal hearing; (iii) relevant state law; and (iv) this policy adopted.
- The board of trustees (or discipline appeal council) may request to meet with the student and parent(s), the principal, witnesses, and/or school personnel to hear further arguments and gather additional information.
- The decision of the board of trustees (or discipline appeal council) will be made only by board or discipline council members who were not involved in (i) the behavioral violation; (ii) the decision to suspend or expel the student; or (iii) the appeal decision. If the discipline appeal council presided over the appeal hearing, the board of trustees will conduct the review and reconsideration.

For long-term suspension or expulsion, the board of trustees (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the board of trustees (or discipline appeal council) affirms, reverses, or modifies the suspension or expulsion;
- The duration and conditions of the suspension or expulsion, including the beginning and ending dates of the suspension or expulsion; and
- For long-term suspensions or expulsions, notice of the opportunity to participate in a reengagement meeting.

For emergency expulsion, the board of trustees (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within five (5) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the board of trustees (or discipline appeal council) affirms or reverses the school's decision that the student's presence posed (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process.
- If the emergency expulsion has not yet ended or been converted, whether Pinnacles Prep will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If Pinnacles Prep converts the emergency expulsion to a suspension or expulsion, Pinnacles Prep will provide the student and parent(s) notice and due process under WAC 392-400-455 through 392-400-480 consistent with the disciplinary action to which the emergency expulsion was converted.

Petition to extend an expulsion

When risk to public health or safety warrants extending a student's expulsion, the principal or designee may petition the board of trustees for authorization to exceed the academic term limitation on an expulsion. The petition must inform the board of trustees of:

- The behavioral violation that resulted in the expulsion and the public health or safety concerns;
- The student's academic, attendance, and discipline history;
- Any nonacademic supports and behavioral services the student was offered or received during the expulsion;
- The student's academic progress during the expulsion and the educational services available to the student during the expulsion;
- The proposed extended length of the expulsion; and
- The student's reengagement plan.

The principal or designee may petition to extend an expulsion only after the development of a reengagement plan under WAC 392-400-710 and before the end of the expulsion. For violations of WAC 392-400-820 involving a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools, the principal or designee may petition to extend an expulsion at any time.

Notice

Pinnacles Prep will provide written notice of a petition to the student and parent(s) in person, by mail, or by email within one (1) school business day from the date the principal or designee received the petition. The written notice must include:

- A copy of the petition;
- The right of the student and parent(s) to an informal conference with the principal or designee to be held within five (5) school business days from the date Pinnacles Prep provided written notice to the student and parent(s); and
- The right of the student and parent(s) to respond to the petition orally or in writing to the principal or designee within five (5) school business days from the date Pinnacles Prep provided the written notice.

The principal or designee may grant the petition only if there is substantial evidence that, if the student were to return to the student's previous school of placement after the length of an academic term, the student would pose a risk to public health or safety. The principal or designee must deliver a written decision to the principal, the student, and the student's parent(s) in person, by mail, or by email within ten (10) school business days after receiving the petition.

If the principal or designee does not grant the petition, the written decision must identify the date when the expulsion will end.

If the principal or designee grants the petition, the written decision must include:

- The date on which the extended expulsion will end;
- The reason that, if the student were to return before the initial expulsion end date, the student would pose a risk to public health or safety; and
- Notice of the right of the student and parent(s) to request a review and reconsideration. The notice will include where and to whom to make such a request;

Review and reconsideration of extension of expulsion

The student or parent(s) may request that the board of trustees (or discipline appeal council, if established by the board) review and reconsider the decision to extend the student's expulsion. The student or parents may request the review orally or in writing within ten (10) school business days from the date the principal or designee provides the written decision.

The board of trustees (or discipline appeal council) may request to meet with the student or parent(s) or the principal to hear further arguments and gather additional information.

The decision of the board of trustees (or discipline appeal council) may be made only board or discipline appeal council members who were not involved in the behavioral violation, the decision to expel the student, or the appeal decision.

The board of trustees (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the board of trustees or discipline appeal council affirms, reverses, or modifies the decision to extend the student's expulsion; and
- The date when the extended expulsion will end.

Any extension of an expulsion may not exceed the length of an academic term.

Pinnacles Prep will annually report the number of petitions approved and denied to the Office of Principal of Public Instruction.

8. Grievance process for other forms of discipline and classroom exclusion

Any parent/guardian or student who is aggrieved by the imposition of other forms of discipline and/or classroom exclusion has the right to an informal conference with the principal for resolving the grievance. If the grievance pertains to the action of an employee, Pinnacles Prep will notify that employee of the grievance as soon as reasonably possible.

At such conference, the student and parent will have the opportunity to voice issues and concerns related to the grievance and ask questions of staff members involved in the grievance matter. Staff members will have opportunity to respond to the issues and questions related to the grievance matter. Additionally, the principal will have opportunity to address issues and questions raised and to ask questions of the parent, student, and staff members.

If after exhausting this remedy the grievance is not yet resolved, the parent and student will have the right, upon two (2) school business days' prior notice, to present a written and/or oral grievance to the principal or designee. The principal or designee will provide the parent and student with a written copy of its response to the grievance within ten (10) school business days. Use of the grievance process will not impede or postpone the disciplinary action, unless the principal or principal elects to postpone the disciplinary action.

Discipline that may be grieved under this section includes other forms of discipline, including after-school detention; classroom exclusion; removal or suspension from athletic activity or participation; and removal or suspension from school-provided transportation.

9. Educational services

Pinnacles Prep will offer educational services to enable a student who is suspended or expelled to:

- Continue to participate in the general education curriculum;
- Meet the educational standards established within Pinnacles Prep; and
- Complete subject, grade-level, and graduation requirements.

When providing a student the opportunity to receive educational services during exclusionary discipline, the school must consider:

- Meaningful input from the student, parents, and the student's teachers;
- Whether the student's regular educational services include English-language development services, special education, accommodations and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student's academic achievement; and
- Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.

After considering the factors and input described above, Pinnacles Prep will determine a student's educational services on a case-by-case basis. The types of educational services Pinnacles Prep will consider include alternative classrooms, one-on-one tutoring (when available), and online learning tutoring. Any educational services in an alternative setting should be comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of exclusionary discipline.

As soon as reasonably possible after administering a suspension or expulsion, Pinnacles Prep will provide written notice to the student and parents about the educational services Pinnacles Prep will provide. The notice will include a description of the educational services and the name and contact information of the school personnel who can offer support to keep the student current with assignments and course work.

For students subject to suspension or emergency expulsion up to five (5) days, a school must provide at least the following:

- Course work, including any assigned homework, from all of the student's regular subjects or classes;
- Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes; and
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion.

For students subject to suspension or emergency expulsion for six (6) to ten (10) consecutive school days, a school must provide at least the following:

- Course work, including any assigned homework, from all of the student's regular subjects or classes;

- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion; and
- Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes. School personnel will make a reasonable attempt to contact the student or parents within three (3) school business days following the start of the suspension or emergency expulsion and periodically thereafter until the suspension or emergency expulsion ends to:
 - Coordinate the delivery and grading of course work between the student and the student's teacher(s) at a frequency that would allow the student to keep current with assignments and course work for all of the student's regular subjects or classes; and
 - Communicate with the student, parents, and the student's teacher(s) about the student's academic progress.

For students subject to expulsion or suspension for more than ten (10) consecutive school days, a school will make provisions for educational services in accordance with the Course of Study provisions of WAC 392-121-107.

10. Reengagement meeting

The reengagement process is distinct from a written request for readmission. The reengagement meeting is also distinct from the appeal process, including an appeal hearing, and does not replace an appeal hearing. Pinnacles Prep must convene a reengagement meeting for students with a long-term suspension or expulsion.

Before convening a reengagement meeting, Pinnacles Prep will communicate with the student and parent(s) to schedule the meeting time and location. The purpose of the reengagement meeting is to discuss with the student and their parent(s)/guardian(s) a plan to reengage the student.

The reengagement meeting must occur:

- Within twenty (20) calendar days of the start of the student's long-term suspension or expulsion, but no later than five (5) calendar days before the student's return to school; or
- As soon as reasonably possible, if the student or parents request a prompt reengagement meeting.

Reengagement plan

Pinnacles Prep will collaborate with the student and parents to develop a culturally-sensitive and culturally-responsive reengagement plan tailored to the student's individual circumstances to support the student in successfully returning to school. In developing a reengagement plan, Pinnacles Prep must consider:

- The nature and circumstances of the incident that led to the student's suspension or expulsion;
- As appropriate, the student's cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;
- Shortening the length of time that the student is suspended or expelled;
- Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on track to graduate; and

- Supporting the student's parents or school personnel in taking action to remedy the circumstances that resulted in the suspension or expulsion and preventing similar circumstances from recurring.

Pinnacles Prep must document the reengagement plan and provide a copy of the plan to the student and parents. Pinnacles Prep must ensure that both the reengagement meeting and the reengagement plan are in a language the student and parents understand, as identified by the communication survey.

Exceptions for protecting victims

Pinnacles Prep may preclude a student from returning to the student's regular educational setting following the end date of a suspension or expulsion to protect victims of certain offenses as follows:

- A student committing an offense under RCW 28A.600.460(2), when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned; and
- A student who commits an offense under RCW 28A.600.460(3), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

11. Readmission application process

The readmission process is different from and does not replace the appeal process. Students who have been suspended or expelled may make a written request for readmission to Pinnacles Prep at any time. If a student desires to be readmitted at the school from which they have been suspended/expelled, the student will submit a written application to the principal, who will recommend admission or non-admission. If a student wishes admission to another school, they will submit the written application to the principal. The application will include:

- The reasons the student wants to return and why the request should be considered;
- Any evidence that supports the request; and
- A supporting statement from the parent or others who may have assisted the student.

The principal will advise the student and parent of the decision within seven (7) school days of the receipt of such application.

12. Discipline policy review process

The Pinnacles Prep DEI Study Team develops key performance indicators for discipline data proportional to student demographics. To ensure that no subgroups of students are disproportionately impacted by school discipline, the PBIS team reviews disaggregated discipline data weekly for disproportionality trends across sex, race, socio-economic, and special population status. Action plans are made at the end of each month if disproportional trends emerge. The data and action plans are reviewed quarterly by the DEI Study Team to ensure cultural responsiveness and commitment to our key performance indicators. Disaggregated discipline data is reported to Board of Trustees quarterly along with action plans for remediation by the principal and DEI Study Team. At the end of the school year, the DEI Study Team reviews all of the discipline data and makes recommendations to the Board of Trustees for action plans for the following year. Then, Pinnacles Prep Board will review our discipline policy annually and give additional comment. Families can bring grievance about any policy at any time, including discipline policy.



PINNACLES PREP

PINNACLES PREP

Section 13: Attachment 11

Contents:

- School Principal Resume: Jill Fineis
- Letter of Support: Washington State Charter Schools Association (WA Charters), Patrick D'Amelio

Jill A. Fineis

SUMMARY OF QUALIFICATIONS

- 16 years educational experience in place-based education, science curriculum design, designing for equity
- Trusted leader of professional learning communities and continuous improvement with data
- Administrative experience as Dean of Students and Principal Intern
- Empath, Innovator, People person

PROFESSIONAL EXPERIENCE

Science Coordinator | 2013-2019

Wenatchee School District, Wenatchee, WA

- Coached teachers on more equitable instructional practices in science
- Coached teachers on inclusive instructional strategies for working with students with disabilities and English Language Learners
- Co-created guaranteed and viable phenomena-based units aligned to Next Generation Science Standards (NGSS)
- Lead 3 middle school professional learning communities science transition to spiraled NGSS curriculum
- Served on curriculum adoption committees for all science curriculum
- Facilitated implementation and professional learning of K-5 Engineering is Elementary curriculum
- Oversaw a \$50,000 science and STEM budget
- Evaluated and supervised Science Resource Center Staff
- Mentored teachers new to the profession

Science Field Experience Coordinator | 2012-Present

Wenatchee School District, Wenatchee, WA

- Developed and/or restructured all K-5 Science field experiences to be STEAM focused and aligned to Next Generation Science Standards
- Lead program implementation and created place-based lesson curriculum and lesson plans
- Recruited, trained and supported volunteers and certificated staff to be field instructors
- Cultivated and maintained community partnerships including local educational organizations, nonprofits and federal land management agencies

Principal Intern | 2015-2017

WestSide High School, Wenatchee, WA

- Developed a school communication plan targeted to families, neighborhood, and business, which aligned with school improvement plan, OSPI report card data, assessment strategies, and needs of students/parents
- Reviewed and edited the school improvement plan in 2015-16
- Observed new teachers and gave feedback using the Learning-Focused Supervision and Marzano Frameworks
- Implemented Positive Behavior Intervention supports (PBIS) strategies when handling student discipline issues
- Supported PBIS through discussions in teacher collaboration and committee meetings
- Facilitated implementation of reading and math inventories as progress monitoring tools
- Administered discipline utilizing outlined policies and procedures

Dean of Students | 2011-2012

Sterling College, Craftsbury Common, VT

- Worked with Resident Supervisors to cultivate a safe and respectful social environment
- Co-created discipline policies with students that focused on restorative justice practices
- Supervised the Residence Life Coordinator
- Facilitated weekly community meetings with all staff and students
- Oversaw and managed budgets for student government and activities to promote student leadership on campus

- Developed a course called Education and Culture

EDUCATION AND CREDENTIALS

Washington State University | Spokane, WA

Washington State Principal Certification | July 2017

Montana State University | Billings, MT

M.Ed. Interdisciplinary Studies | 2011

Thesis: Changes in a New Environmental Paradigm: Residential Environmental Education at Teton Science School

American Mountain Guides Association, Durango, CO

Single Pitch Instructor Course | 2010

Teton Science Schools | Jackson, WY

Graduate Program in Environmental Education | 2008

National Outdoor Leadership School, Lander, WY

Outdoor Educator and Wilderness First Responder | 2005

University of Michigan | Ann Arbor, MI

B.S. Education | 2004

6-12 Professional Teaching Credential | Major: Environmental Studies, Minor: Earth Science

TEACHING EXPERIENCE

Education Instructor | Fall 2018

Central Washington University, Wenatchee Campus, WA

- Course Taught: Science in the Elementary
- Developed labs and lessons that exemplified the shifts in elementary science instruction
- Organized a district-wide Wenatchee Family STEAM night for students' practicum experience

Outdoor Education Faculty | 2009-2010 & 2011-2012

Sterling College, Craftsbury Common, VT

- Courses Taught:
 - Environmental Education
 - Education and Culture (developed and taught)
 - Outdoor Education "Boulder"
 - Ecology
 - Tools and Their Application
 - Small Group Dynamics
 - Rock Climbing
 - Backcountry Skiing in Avalanche Terrain (developed and taught)

Adventure Education Instructor (Faculty Sabbatical Replacement) | 2010-2011

Prescott College, Prescott, AZ

- Courses Taught:
 - Adventure Education Semester Course
 - Intro to Backcountry Skiing and Avalanche Terrain

Faculty Sabbatical Replacement | 2008-2009

Jackson Hole Middle School, Jackson, WY

- Course Taught: 7th Grade Life Science
- Developed partnership with Teton Science Schools, and created outdoor program for 7th grade

Graduate Program Field Ecology Instructor | 2007-2008

Teton Science Schools, Kelly, WY

- Taught week-long outdoor, place-based lessons to 5th grade students in Grand Teton National Park
- Led students through authentic field-based ecological and scientific inquiry through all four seasons
- Developed a 4-week residential high school field ecology course in Yellowstone and Grand Teton National Park

Boarding School Faculty | 2004-2007

The White Mountain School, Bethlehem, NH

- Courses Taught:
 - Biology
 - Winter Ecology
 - Health
- Learning Assistance Program Tutor
- Residence Hall Supervisor and weekend activities facilitator
- Outdoor Learning Expeditions Instructor and Course designer
- Coach: Mountain Biking, Skiing, Rock climbing

TRAININGS / TECHNICAL SKILLS

Leverage Leadership: Observation and Feedback; Diversity, Equity and Inclusion trainings: John Scott; Buck Institute Project-Based Learning Framework; Ambitious Science Teaching Unit Planning; Design in Five Unit Planning; Marzano Framework; Learning-Focused Supervision; Mentor Coaching / Microsoft Office Suite; Google Platform; Survey Monkey; Adobe Photoshop, Lightroom, Acrobat; Social Media: Facebook, Instagram, Twitter

PROFESSIONAL AFFILIATIONS

Association of Washington School Principals (2015- Present)

National Science Teachers Association (2013-Present)

Association of Experiential Education (2010-2012)

PROFESSIONAL REFERENCES

Amber Birks

Instructional Coach, Wenatchee School District

birks.a@wenatcheeschools.org

[REDACTED]

Sarah Hanchey

Director of Curriculum and Instruction, Wenatchee School District

hanchey.s@wenatcheeschools.org

(509) 663-8161

Mechelle LaLanne

Science Specialist at Office of Superintendent of Public Instruction and STEM Education Consultant

mechelle@mrslalanne.com

[REDACTED]



January 30, 2020

Ms. Cindi Williams, Chairperson
Washington State Charter School Commission
P.O. Box 40996
Olympia, WA 98504-0996

Dear Chair Williams and Members of the Commission:

On behalf of the Washington State Charter Schools Association (WA Charters), I am writing to pledge my full support for Pinnacles Prep and the leadership of Jill Fineis, Rick Wray, and Sara Rolfs, some of our state's most innovative educators and promising charter school leaders. WA Charters is a statewide nonprofit organization that advocates for and supports the startup of high-quality charter public schools, with a focus on serving systemically underserved communities. Since July 2018, WA Charters has worked with Ms. Rolfs and Mr. Wray through the School Leadership and Design Fellowship (SLDF), as they and their school design team have developed a proposal for a high-quality middle and high charter public school in south Wenatchee.

The SLDF is a highly selective program in which talented leaders explore diverse educational models, visit high-performing schools, and conduct deep, authentic community engagement with stakeholders to understand a particular local context to inform the design of a school. Mr. Wray and Ms. Rolfs were selected for the Fellowship based on their longstanding ties to the Wenatchee community and their leadership of educational, nonprofit, and innovative endeavors there. In addition, Jill Fineis, who will serve as principal at Pinnacles Prep, is an experienced local leader that is committed to serving an "at-risk" student population. The team's proposal for a community-responsive, innovative school model that aligns to state standards will prepare students to be college- and career-ready.

Guided by WA Charters' core values of Partnership, Community, Innovation, Excellence, and Diversity, Fellows are encouraged to build partnerships with community-based organizations and local school districts, conduct focus groups with community stakeholders to get input about their school model, imagine inclusive, rigorous school models that meet the needs of the whole child, build leadership teams that reflect the students and communities they will serve, set ambitious goals for the student outcomes they seek to achieve, and build excellent operational and academic systems to attain them.

In Pinnacles Prep, Jill Fineis, Rick Wray, and Sara Rolfs are answering a regional community strategic plan's call of action to launch a 6th-12th grade public school committed to cultivating curious, confident, and self-directed learners. By leveraging the rich local resources of the Wenatchee Valley, students will learn core skills and competencies through place-based learning and will develop a sense of ownership and leadership in their local community. Through school structures designed to promote social-emotional learning, they will explore their identities through the lens of diversity, equity, and inclusion to grow their sense of confidence.

Over the past two years, Ms. Rolfs, Mr. Wray, and Ms. Fineis have engaged student, parent, and community-based organizations in Wenatchee to understand their needs and desires for a high-quality public secondary school option in a region of the state where there are currently no charter options. They have traveled to California, Colorado, and Idaho to observe some of the country's highest-performing schools that are disseminating impactful project-based and social-emotional practices, and they have worked diligently to build a talented, diverse board that is committed to equity, educational excellence, and the critical governance responsibilities required of a founding charter school board.

On behalf of WA Charters, I have the utmost confidence in the Pinnacles Prep team's ability to plan, launch, and operate a rigorous, inclusive school model that meets the needs of its community. WA Charters is committed to continuing to work with the team, as well as the board of directors throughout the start-up phase and beyond. The authorization of this school is critical to realizing our vision of empowered communities with high-quality public schools for all students. I urge you to give the families and students of Wenatchee the option and opportunity to attend Pinnacles Prep.

Respectfully yours,

A solid black rectangular box used to redact the signature of Patrick D'Amelio.

Patrick D'Amelio
CEO, WA Charters



PINNACLES PREP

PINNACLES PREP

Section 13: Attachment 12

Contents:

- Family and Community Engagement Coordinator Job Description and Qualifications
- Director of Finance and Operations Job Description and Qualifications



FAMILY AND COMMUNITY ENGAGEMENT COORDINATOR POSITION

About Pinnacles Prep

Pinnacles Prep will serve students from the Wenatchee Valley (approximately 60 students per grade level) and will open its doors in the Fall of 2021 serving Grades 6 and 7, and then add an additional grade level each year through Grade 12 until fully enrolled. Designed to meet a need for an additional public middle/high school opportunity in the Wenatchee Valley, Pinnacles Prep is devoted to delivering a relevant and innovative place-based educational experience.

Pinnacles Prep's curricular framework promotes personalized, project- and place-based learning that cultivates curious, creative, confident, and self-directed students. Our diverse, equitable and inclusive campus environment paired with individualized mentoring from faculty attends to the social-emotional learning needs of students through intentional opportunities that foster empathy, resilience, moral reasoning, social responsibility, and agency.

Our Mission

We exist to cultivate curious, confident, and self-directed students that lead and succeed in college, their careers, and their communities.

Our Vision

Our graduates will be leaders in driving our Valley's future forward with the knowledge, skills, and mindsets needed to make it a thriving economic, scientific, and artistic hub for the 21st century. Pinnacles students will be the engineers, conservationists, agricultural leaders, and creators of the Valley to come.

Our Values

Pinnacles Prep culture is rooted in four core values: **Equity**—We believe in a school culture that celebrates equity and inclusion for all; **Perseverance**—We believe perseverance leads to resilience which builds agency and empowerment; **Curiosity**— We believe curiosity creates ideas and ideas lead to innovation and problem-solving; and **Collaboration**—We believe collaboration leads to change we want to see in our school, community, and world.

The Opportunity

Pinnacles Prep seeks an exceptional Family and Community Engagement Coordinator. This position requires a self-motivated, collaborative professional who has proven ability to successfully work with diverse stakeholders.

The Family and Community Engagement Coordinator will lead our student recruitment and enrollment efforts, ensuring that the school is robustly enrolled and able to thrive. The Coordinator will also lead recruitment for Pinnacles Prep's Parent and Student Advisory Council, leadership teams for Pinnacles Prep families. The Coordinator will support our instructional staff to ensure that they are well-equipped to foster deep relationships with the families of our students. This position reports to the Director of Finance and Operations.

Essential Duties and Responsibilities

- Effectively communicating the mission, vision, and values of Pinnacles Prep
- Building relationships with students, families and the community
- Recruiting and following up with students and families
- Supporting parents through the registration process
- Communicate components of academic program
- Successfully tailor recruiting to different audiences
- Identifying and implementing effective recruitment strategies
- Translation of documents into languages of Pinnacles Prep families
- Growth mindset and high expectations for all students
- Mentor a group of students and communicate with their families weekly
- Facilitate weekly social-emotional curriculum to student advisory group
- Willingness to take a deep dive into cultural humility work

Qualifications

- Associate degree or BA/BS
- Relevant experience working in a similar position
- Strong written and oral communication skills
- Fluency in Spanish and English strongly preferred
- Ability to thrive in a high-paced working environment
- Enthusiasm to work a flexible schedule and to attend events on evenings and weekends
- Proven experience and in planning and implementing results-based outreach efforts

Compensation:

Salary for this position is \$50,000 - \$60,000. We offer a comprehensive benefits plan as well as the opportunity to have a deep impact on a growing, mission-driven organization that believes that all students in our region can become the engineers, conservationists, agricultural leaders, and creators of the Valley to come.

Application Procedure

Please submit an application by email to jobs@pinnaclesprep.org by July 15, 2020. The application should include a resume, cover letter, and contact information for three (3) professional references.



PINNACLES PREP

DIRECTOR OF FINANCE AND OPERATIONS POSITION

About Pinnacles Prep

Pinnacles Prep will serve students from the Wenatchee Valley (approximately 60 students per grade level) and will open its doors in the Fall of 2021 serving Grades 6 and 7, and then add an additional grade level each year through Grade 12 until fully enrolled. Designed to meet a need for an additional public middle/high school opportunity in the Wenatchee Valley, Pinnacles Prep is devoted to delivering a relevant and innovative place-based educational experience.

Pinnacles Prep's curricular framework promotes personalized, project- and place-based learning that cultivates curious, creative, confident, and self-directed students. Our diverse, equitable and inclusive campus environment paired with individualized mentoring from faculty attends to the social-emotional learning needs of students through intentional opportunities that foster empathy, resilience, moral reasoning, social responsibility, and agency.

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We exist to cultivate curious, confident, and self-directed students that lead and succeed in college, their careers, and their communities.

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Our graduates will be leaders in driving our Valley's future forward with the knowledge, skills, and mindsets needed to make it a thriving economic, scientific, and artistic hub for the 21st century. Pinnacles students will be the engineers, conservationists, agricultural leaders, and creators of the Valley to come.

Our Values

Pinnacles Prep school culture is rooted in four core values: **Equity**—We believe in a school culture that celebrates equity and inclusion for all; **Perseverance**—We believe perseverance leads to resilience which builds agency and empowerment; **Curiosity**— We believe curiosity creates ideas and ideas lead to innovation and problem-solving; and **Collaboration**—We believe collaboration leads to change we want to see in our school, community, and world.

The Opportunity:

Pinnacles Prep is searching for a full time Director of Finance and Operations. Pinnacles Prep is a mission-driven, nonprofit organization. To accommodate our growth, we are seeking our first Director of Finance and Operations to lead the implementation of the business processes, systems, and procedures required to achieve our mission and goals. This position's primary responsibility is ensuring organizational effectiveness and sustainability by providing leadership for the organization's financial and operational functions.

The Director of Finance and Operations reports to the Principal and oversees Pinnacles Prep's financial and operational activities. In that capacity, the priority is to enhance and implement processes to support our expanding business activities, while ensuring excellence that is consistent with Pinnacles Prep's culture and values. The Director of Finance and Operations will play a key role translating financial and operational data into strategic insights that inform day-to-day tactical decisions and long-term planning.

Essential Duties and Responsibilities

The Director of Finance and Operations will supervise all activities related to school finance and operations including managing the relationship with Pinnacles Prep's back-office support providers. The Director of Finance and Operations will also focus on these areas:

Leadership

- Discuss and provide input on top-level management decisions related to financial and operational concerns
- Develop and improve efficiency in business processes across the organization
- Participate in strategic planning, including serving as the lead on researching and selecting systems needed to support Pinnacles Prep's continuing growth
- Improve the definition, understanding and sustainability of the organization's business model
- Oversee the creation and understanding of appropriate organizational quality and performance metrics
- Mentor and develop staff using a supportive and collaborative approach aligned with Pinnacles Prep's mission and culture
- Maintain complete and accurate records of all financial aspects of Pinnacles Prep
- Lead budgeting, financial modeling and cash flow-forecasting
- Review and approve financial reporting activities, including organizational revenue/expense and balance sheet reports, and development and monitoring of organizational and contract/grant budgets in order to communicate monthly and annual financial statements
- Engage Pinnacles Prep school leaders in developing and tracking their program budgets
- Attend and report at board of trustees meetings when needed
- Develop, update, and communicate fiscal policies and procedures, ensuring compliance and strong internal controls
- Oversee the audit process with Pinnacles Prep auditors and back-office service provider
- Growth mindset and high expectations for all students
- Mentor a group of students and communicate with their families weekly
- Facilitate weekly social-emotional curriculum to student advisory group
- Willingness to take a deep dive into cultural humility work

Operational Management

- Manage external vendors for a variety of business and school services, including IT, transportation, food service, student health services, etc.
- Oversee technology and telecommunication systems and record retention
- Manage Pinnacles Prep's human resource functions, including updating and maintaining Pinnacles Prep's Employee Handbook, operational policies, and procedures
- Ensure that Pinnacles Prep staff are informed of organizational operating procedures and work with the Pinnacles Prep leadership team Prep to ensure that staff consistently implement procedures effectively and efficiently

Qualifications

- Minimum BS/BA degree in finance, accounting, business administration, economics or a related field
- MBA Preferred
- 3+ years of relevant financial management experience
- Knowledge of not-for-profit accounting
- Exceptional financial and analytical abilities, with demonstrated experience using metrics to inform decision-making
- Experience implementing both financial and process discipline in past roles, including in-depth knowledge of forecasting and financial planning
- Strategic growth/planning experience and proven ability to guide execution
- Strong leadership skills with a focus on listening, collaboration, and respect and an enthusiasm for coaching others
- Commitment to a collaborative, inclusive, and transparent culture with a learning orientation
- Excellent judgment and creative problem-solving skills
- Clear and compelling communications and interpersonal skills
- Mature and proactive attitude with experience serving as a business partner to senior management
- Proven commitment to the mission of Pinnacles Prep
- Spanish fluency preferred

Compensation

Salary for this position is \$70,000 - \$80,000. We offer a comprehensive benefits plan as well as the opportunity to have a deep impact on a growing, mission-driven organization that believes that all students in our region can become the engineers, conservationists, agricultural leaders, and creators of the Valley to come.

Application Procedure:

Please submit an application by email to jobs@pinnaclesprep.org by September 1, 2020. The application should include a resume as well as a cover letter highlighting both your experience and your proven commitment to our mission and vision. Please include contact information for three (3) professional references.



PINNACLES PREP

PINNACLES PREP

Section 14: Attachment 13

Contents:

- Articles of Incorporation
- Nonprofit Status Documentation
- Bylaws
- Signed Statement of Assurances

UNITED STATES OF AMERICA

The State of Washington



Secretary of State

I, **KIM WYMAN**, Secretary of State of the State of Washington and custodian of its seal, hereby issue this

ARTICLES OF INCORPORATION

to

PINNACLES PREP CHARTER SCHOOL

A WA NONPROFIT CORPORATION, effective on the date indicated below.

Effective Date: 01/14/2019

UBI Number: 604 389 002



Given under my hand and the Seal of the State
of Washington at Olympia, the State Capital



Kim Wyman, Secretary of State

Date Issued: 01/14/2019

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: SEP 03 2019

PINNACLES PREP CHARTER SCHOOL
5898 SQUILCHUCK ROAD
WENATCHEE, WA 98801

Employer Identification Number:
83-4473193
DLN:
17053143334009
Contact Person:
SENAYON D AVUNGBETO ID# 17241
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
January 14, 2019
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

Letter 947

PINNACLES PREP CHARTER SCHOOL

organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

A solid black rectangular box used to redact the signature of the Director.

Director, Exempt Organizations
Rulings and Agreements

Letter 947

BYLAWS OF PINNACLES PREP CHARTER SCHOOL

ARTICLE I OFFICES

1.01 Registered Office and Registered Agent. The registered office of the Corporation shall be located in the state of Washington at such place as may be fixed from time to time by the Board of Directors upon filing of such notices as may be required by law. The registered agent shall have a business office identical with such registered office.

ARTICLE II CHARITABLE PURPOSES/NEGATION OF PECUNIARY GAIN

2.01 Charitable purposes. The Corporation is organized exclusively for charitable, scientific, literary, or educational purposes within the meaning of §501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws, as designated in the Restated Articles of Incorporation, filed with the Secretary of State on November 26, 2018, and as amended thereafter.

Notwithstanding any provisions of these Bylaws to the contrary, this Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization qualified for tax-exempt status under §501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws. Furthermore, this Corporation shall neither conduct nor carry on any activities which subject the Corporation to liability for excise taxes imposed pursuant to §§4941, 4942, 4943, 4944, or 4945 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws.

The Corporation shall not devote any part of its activities to carrying on propaganda, or otherwise attempting to influence legislation; nor shall the Corporation participate or intervene in any political campaign (including the publishing or distributing of statements) on behalf of any candidate for public office.

2.02 Negation of pecuniary gain. No part of the net earnings of this Corporation shall ever inure to or for the benefit of or be distributable to its directors, officers, or other private persons, except that the Corporation shall be empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the exempt purposes for which it was formed.

ARTICLE III MEMBERS

3.01 Membership. The Corporation shall have no members.

ARTICLE IV BOARD OF DIRECTORS

4.01 Number and Powers. The management of all the affairs, property, and interests of the Corporation shall be vested in a Board of Directors. The Board of Directors shall consist of no fewer than five (5) and no more than nine (9) Members. The terms of the directors shall be two (2) year, expiring at the annual meeting following their election, except that at least half of the initial Members of the Board of Directors shall be elected to serve an initial one (1) year terms to ensure that approximately half of the Board is elected in any given year thereafter. At each annual meeting, the directors shall be elected to succeed the directors whose terms expire at such meeting. In addition to the powers and authorities expressly conferred upon it by these Bylaws and Articles of Incorporation, the Board of Directors may exercise all such powers of the Corporation and do all such lawful acts and things as are necessary to carry out the business of the Corporation.

4.02 Term Limits. Directors may serve up to a maximum of five (5) terms or a total of ten (10) years, after which he or she may not be re-elected for one (1) term. Such term limits shall be calculated from the adoption date of these Bylaws forward (i.e., past terms will not be counted in the term limits, whereas any term currently being served as of the adoption date will be counted in the term limits) regardless of how many terms a Director may have served in the past. Notwithstanding the foregoing, in the event the Corporation cannot find a new member to fill the vacant position on the Board of Directors, the remaining members of the Board of Directors may, by unanimous vote, elect to waive the term limits provision for such period.

4.03 Change of Number.

a. The current number of directors serving may at any time be increased or decreased, between five (5) and nine (9) Members, by a majority of the entire Board of Directors, but no decrease shall have the effect of shortening the term of any incumbent director.

b. The number of directors authorized to serve on the Board of Directors under these Bylaws may at any time be increased or decreased by an amendment of these Bylaws, but no decrease shall have the effect of shortening the term of any incumbent director.

4.04 Vacancies. All vacancies in the Board of Directors, whether caused by resignation, death or otherwise, may be filled by the affirmative vote of a majority of the remaining directors. At such time as the Board of Directors may drop below the minimum number of five (5), whether by resignation, death or otherwise, the Board of Directors shall be authorized to carry out business with that reduced number for the maximum period required to fill the vacant position(s). A director elected to fill any vacancy shall hold office for the unexpired term of the predecessor director and until a successor is elected and qualified.

4.05 Regular Meetings. Regular meetings of the Board of Directors may be held at the Corporation's business office or at such other place or places, either within or without the state of Washington, as the Board of Directors may from time to time designate. The annual meeting shall be held each year during the month of December at a date, time and place as the Board of Directors shall designate by written notice. In addition to the annual meeting, there shall be regular meetings of the Board of Directors held, with proper notice, not less frequently than once each calendar quarter. Minutes shall be kept at all meetings of the Board of Directors.

4.06 Special Meetings. Special meetings of the Board of Directors may be called at any time by the President or upon written request by any two directors. Such meetings shall be held at the registered office of the Corporation or at such other place or places as the directors may from time to time designate. When called by written request of any two directors, such directors shall be charged with providing proper notice of the special meeting in accordance with §4.07. Minutes shall be kept of all Special Meetings.

4.07 Notice. Notice of all meetings of the Board of Directors (regular, annual and special) shall be given to each director by seven (7) days prior service of the same by email, letter, or personal delivery. Such notice shall designate the time and place of the meeting, but need not specify the business to be transacted at, nor the purpose of, the meeting.

4.08 Posting Electronic Notice. Notice may be provided to directors by posting the notice on an electronic network and delivering to such directors a separate record of the posting, together with comprehensible instructions regarding how to obtain access to the posting on the electronic network. Notice is effective when it has been posted to an electronic network and a separate record of the posting has been delivered to the recipient as provided by this §4.08.

4.09 Waiver of Notice. Waiver of notice can be made in one of the following two ways:

a. Attendance of a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened; or

b. A waiver of notice signed by the director or directors, whether before or after the time stated for the meeting.

4.10 Quorum. A majority of the Members of the entire Board of Directors shall be necessary and sufficient at all meetings to constitute a quorum for the transaction of business.

4.11 Manner of Acting. The act of the majority of the directors present at a meeting at which there is a quorum shall be the act of the Board of Directors, unless the vote of a greater number is required by these Bylaws, the Articles of Incorporation or applicable Washington law.

4.12 Voting by Electronic Transmission. Votes for successor directors may be cast by electronic transmission, provided that the Corporation has designated an address, location or system to which the ballot may be electronically transmitted.

4.13 Meetings by Telephone. Members of the Board of Directors or any committee designated by the Board of Directors may participate in a meeting of such Board of Directors or committee via conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time. Participation via such equipment shall constitute presence in person at a meeting.

4.14 Registering Dissent. A director who is present at a meeting of the Board of Directors at which action on a corporate matter is taken shall be presumed to have assented to such action unless the director's dissent or abstention shall be entered in the minutes of the meeting, or unless the director shall file a written dissent or abstention to such action with the person acting as the secretary of the meeting before the adjournment thereof, or shall forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent or abstain shall not apply to a director who voted in favor of such action.

4.15 Remuneration. No stated salary shall be paid to directors, as such, for their service, but by resolution of the Board of Directors, a fixed sum and expenses of attendance, if any, may be allowed for attendance at each annual, regular or special meeting of such Board of Directors; provided that nothing herein contained shall be construed to preclude any director from serving the Corporation in any other capacity and receiving compensation therefore. Members of ad hoc or standing committees may be allowed like compensation for attending committee meetings.

4.16 Loans. No loans shall be made by the Corporation to any director.

4.17 Removal. Any director may be removed at any time, with or without cause, by the affirmative vote of two-thirds (2/3) of the whole Board of Directors. Notice stating that a named director shall be considered for removal and the cause, if any, for such removal must be mailed to the director prior to a duly called meeting of the Board of Directors at the same time and in the same manner prescribed for the notice of the meeting.

4.18 Action by Directors without a Meeting. Any action required or permitted to be taken at a meeting of the directors, or of a committee thereof, may be taken without a meeting by a written consent setting forth the action so to be taken, signed by all the directors, or all of the Members of the committee, as the case may be, before such action is taken. Such consent shall have the same effect as a unanimous vote. Any such action may also be ratified after it has been taken, either at a meeting of the directors or by unanimous written consent.

ARTICLE V OFFICERS

5.01 Designations. The officers of the Corporation may be a President, Vice Presidents, Treasurer, Secretary and Assistant Secretary, and such other officers as the Board of Directors may designate. The Corporation shall have a President and Secretary. All officers shall be elected at the annual meeting for terms of one (1) year by the Board of Directors. Such officers shall hold office until their successors are elected and qualify. Any two or more offices may be held by the same person, except the offices of President and Secretary.

5.02 The President. The President shall preside at all meetings of the Board of Directors, shall perform such other duties as are incident to the office or are properly required of the President by the Board of Directors.

5.03 Vice President. During the absence or disability of the President, the Vice President shall exercise all the functions of the President. The Vice President shall have such powers and discharge such duties as may be assigned to the Vice President from time to time by the Board of Directors.

5.04 Secretary and Assistant Secretary. The Secretary, or his/her designee, shall issue notices for all meetings, except for notices of special meetings of the Board of Directors which are called by the requisite number of directors, such directors being charged with giving proper notice, shall keep minutes of all meetings, shall have charge of the corporate books, shall make such reports and perform such other duties as are incident to the office, or are properly required of the Secretary of the Board of Directors and shall maintain all committee reports.

5.05 Treasurer. The Treasurer, or his/her designee, shall have the custody of all monies and securities of the Corporation and shall keep financial records. The Treasurer, or his/her designee, shall disburse the funds of the Corporation in payment of the just demands against the Corporation or as may be ordered by the Board of Directors (taking proper vouchers for such disbursements) and shall render to the Board of Directors from time to time as may be required, an account of all transactions undertaken as Treasurer and of the financial condition of the Corporation. The Treasurer shall perform such other duties as are incident to the office or are properly required by the Board of Directors. The Treasurer shall provide a monthly report of the financial condition of the Corporation to the Board of Directors.

5.06 Delegation. If any officer of the Corporation is absent or unable to act and no other person is authorized to act in such officer's place by the provisions of these Bylaws, the Board of Directors may from time to time delegate the powers or duties of such officer to any other officer or any director or any person it may select.

5.07 Vacancies. Vacancies in any office arising from any cause may be filled by the Board of Directors at any regular or special meeting of the Board of Directors.

5.08 Other Officers. The Board of Directors may appoint or retain such other officers or agents as it shall deem necessary or expedient, who shall hold their offices for such terms and

shall exercise such powers and perform such duties as shall be determined from time to time by the Board of Directors.

5.09 Loans. No loan shall be made by the Corporation to any officer.

5.10 Term – Removal. The officers of the Corporation shall hold office until their successors are chosen and qualified. Any officer or agent elected or appointed by the Board of Directors may be removed at any time, with or without cause, by the affirmative vote of a majority of the whole Board of Directors, but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

5.11 Bonds. The Board of Directors may, by resolution, require any and all of the officers to provide bonds to the Corporation, with surety or sureties acceptable to the Board of Directors, conditioned for the faithful performance of the duties of their respective offices, and to comply with such other conditions as may from time to time be required by the Board of Directors.

5.12 Salaries. The officers of the Corporation shall receive no salary. However, officers shall be reimbursed for reasonable expenses actually incurred in the performance of their duties. The President may recommend to the Board of Directors the salary of the Executive Director, if any, and the Executive Director shall recommend salaries for other employees, if any, and the Board of Directors shall approve or amend any such recommendations.

5.13 Repayment. Any payments made to a director, officer, or other employee of the Corporation for compensation, salary, bonus, interest, rent, or expense incurred by the party which shall be determined to be unreasonable in whole or in part by the Internal Revenue Service pursuant to §4941(d)(2)(E) of the Internal Revenue Code of 1986, as amended, shall be reimbursed by such director, officer, or employee to the Corporation to the full extent of such determination of unreasonableness. It shall be the duty of the Board of Directors to enforce repayment of each such amount. In lieu of repayment by the director, officer, or employee, subject to the determination of the Board of Directors, amounts may be withheld from future compensation or expense reimbursement payments of the director, officer, or employee, to the extent permitted by law, until the amount owed to the Corporation shall have been recovered.

ARTICLE VI EXECUTIVE DIRECTOR/EX OFFICIO

6.01 Executive Director. The Board of Directors may select an Executive Director who shall be responsible for the administration and conduct of the business and affairs of the Corporation pursuant to guidelines established by the Board of Directors. The Executive Director, if selected, may be compensated for services in that capacity in such amount and manner as the Board of Directors shall determine.

6.02 Board Service. The Executive Director or other designated of the Board of Directors may serve on the Board of Directors in a, Ex-Officio nonvoting capacity at the direction of the Board of Directors.

6.03 Liaison. The Executive Director shall act as a liaison between the Board of Directors and the staff and employees of the Corporation. The Executive Director shall have full exclusive authority with respect to employees of the Corporation, pursuant to any personnel or other policies adopted by the Board of Directors. The Executive Director shall also make salary recommendations for the employees of the Corporation. See §5.20.

6.04 Removal. The Executive Director may be removed at any time, with or without cause, by the affirmative vote of a majority of the whole Board of Directors.

6.05 Loans. No loan shall be made by the Corporation to the Executive Director.

ARTICLE VII COMMITTEES

7.01 Creation. The Board of Directors may appoint, from time to time, standing or ad hoc committees. Such committees may be vested with such powers as the Board of Directors may determine by resolution passed by a majority of the full Board of Directors. Provided that no such committee shall have the authority of the Board of Directors in reference to amending, altering, or repealing these Bylaws; electing, appointing, or removing any Member of any such committee or any director or officer of the Corporation; amending the Articles of Incorporation; adopting a plan of merger or adopting a plan of consolidation with another Corporation; authorizing the sale, lease, or exchange of all or substantially all of the property and assets of the Corporation other than in the ordinary course of business; authorizing the voluntary dissolution of the Corporation or adopting a plan for the distribution of the assets of the Corporation; amending, altering or repealing any resolution of the Board of Directors which by its terms provides that it shall not be amended, altered, or repealed by such committee or such other act(s) as only the Board of Directors may perform under the Corporation's Articles of Incorporation and Bylaws or otherwise under law. All committees so appointed shall keep regular minutes of the transactions of their meetings and shall cause them to be recorded in books kept for that purpose in the office of the Corporation. The designation of any such committee and the delegation of authority thereto, shall not relieve the Board of Directors, or any Board Member of any responsibility imposed by law.

7.02 Standing and Ad Hoc Committees.

a. **Standing Committee.** A committee designated as a Standing Committee shall serve continuously until such time as the Board of Directors dissolves such committee by a majority vote of the full Board of Directors. Standing Committees will be charged with assisting the Board of Directors with the continuous management and operation of the Center.

b. **Ad Hoc Committee.** A committee designated as an Ad Hoc Committee shall serve on a temporary basis for the purpose of assisting the Board of Directors in any particular matter as the Board of Directors may designate and shall be automatically dissolved at the conclusion of the matter for which they were created or upon a majority vote of the full Board of Directors.

7.03 Membership. Membership on Standing or Ad Hoc Committees shall be by appointment of the Board of Directors. Upon formation of a committee, at least one Board Member or officer shall be designated to serve on such committee. The Board Member or officer serving on the committee shall be the liaison between the Board of Directors and the committee. If at any time no Board Member or officer is serving on a committee, such committee shall designate one among its membership to make reports to the Board of Directors at each Board meeting as to the activities, progress, needs and concerns of the committee.

7.04 Duties – Communication with Board of Directors. Committees shall be charged with whatever duties the Board of Directors may designate in accordance with the purposes for which the committee was created. All committees shall have an obligation to ensure that the minutes of committee meetings are kept and regular reporting is made to the Board of Directors.

7.05 Nomination of Board Members. All committees shall have the ability to nominate Members to serve on the Board of Directors. The Board of Directors shall consider the nominations made by committees at each regular election of the Board of Directors. If a vacancy occurs, for whatever reason, with respect to a Board Member who was charged with acting as a committee liaison, the committee upon which that Board Member served shall nominate a replacement from among the committee membership. The Board of Directors shall have full discretion to elect or reject candidates nominated by committees.

7.06 Dissolution. The Board of Directors shall have the ability to dissolve any Standing or Ad Hoc Committee at any time by a majority vote of the full Board of Directors. Ad Hoc Committees may also be automatically dissolved upon completion of the purposes for which they were created. Standing Committees shall serve indefinitely until dissolution by the Board of Directors.

ARTICLE VIII RULES OF PROCEDURE

The rules of procedure at meetings of the Board of Directors and committees of the Board of Directors shall be rules as adopted by the Board of Directors, so far as applicable and when not inconsistent with these Bylaws, the Articles of Incorporation or any further resolution of the Board of Directors.

ARTICLE IX DEPOSITORIES

The monies of the Corporation shall be deposited in the name of the Corporation in such bank or banks or trust company or trust companies as the Board of Directors shall designate, and shall be drawn from such accounts only by check or other order for payment of money signed by such persons, and in such manner, as may be determined by resolution of the Board of Directors.

ARTICLE X NOTICES

Except as may otherwise be required by law, any notice to any director or officer may be delivered personally or by mail or e-mail. If mailed, the notice shall be deemed to have been delivered when deposited in the United States mail, addressed to the addressee at his or her last known address in the records of the Corporation, postage prepaid. If e-mailed, the notice shall be deemed to have been delivered when sent, unless returned by an automated notification of failure to deliver.

ARTICLE XI INDEMNIFICATION OF OFFICERS, DIRECTORS, EMPLOYEES, AND AGENTS

The Corporation shall indemnify its officers, directors, employees, and agents to the greatest extent permitted by law. The Corporation shall have power to purchase and maintain insurance on behalf of any person who is or was a director, officer, employee, or agent of the Corporation or who is or was serving at the request of the Corporation as an officer, employee, or agent of another Corporation, partnership, joint venture, trust, other enterprise, or employee benefit plan, against any liability asserted against such person and incurred by such person in any such capacity or arising out of any status as such, whether or not the Corporation would have the power to indemnify such person against such liability under the provisions of this Article.

ARTICLE XII CONTRACTS AND CONVEYANCES

All contracts, deeds, conveyances, negotiable instruments, and other instruments of like character which have first been approved by the Board of Directors shall be signed by the president or vice president and by the secretary or as otherwise directed by the Board of Directors. No contract of any officer of the Corporation shall be valid without previous authorization or subsequent ratification of the Board of Directors.

ARTICLE XIII BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its Board of Directors; and shall keep at its registered office or principal place of business, or at the office of its transfer agent or registrar, a record of its directors, giving the names and addresses of all directors.

ARTICLE XIV
AMENDMENTS

A majority of the entire Board of Directors shall have power to make, alter, amend, and repeal the Bylaws of this Corporation.

Adopted by resolution of the Corporation's Board of Directors on 4.16.19.


RICK WRAY, President/Chairman


SARA ROLFS, Secretary



NEW CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

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This Statement of Assurances must be signed by a duly authorized representative of the charter school.

As the duly authorized representative of the charter public school (the school), I hereby certify under the penalty of perjury that all information and statements submitted for or on behalf of: **Pinnacles Prep** are accurate and true to the best of my knowledge and belief; and further, I certify and assure that:

1. The School shall have a fully independent governing board that will exercise autonomy in all matters, to the extent authorized by chapter 28A.710 RCW, in such areas as budget, personnel and educational programs;
2. The School is either a public benefit nonprofit corporation as defined in RCW 24.03.490, or a nonprofit corporation as defined in RCW 24.03.005 that has applied for tax exempt status under section 501(c)(3) of the internal revenue code of 1986 (26 U.S.C. Sec. 501(c)(3)), shall not be a sectarian or religious organization, shall meet all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW 28A.710.220, shall be governed by an independent governing board, and shall be operated according to the terms of a charter contract executed with the Washington State Charter School Commission;
3. The School shall function as a local education agency under applicable federal laws and regulations, shall be responsible for meeting, and shall meet the requirements of local education agencies and public schools under those federal laws and regulations, including but not limited to:
  - a. Compliance with the individuals with disabilities education improvement act (IDEA, 20 U.S.C. Sec. 1401 et seq.);
  - b. Compliance with the federal educational rights and privacy act (FERPA, 20 U.S.C. Sec. 1232g);
  - c. Compliance with the elementary and secondary education act (ESEA, 20 U.S.C. Sec. 6301 et seq.);
  - d. Compliance with requirements that ensure a student's records, and, if applicable, a student's individualized education program, will follow the student, in accordance with applicable federal and state law;
  - e. Compliance with the Every Child Succeeds Act and the No Child Left Behind Act, to the extent that NCLB provisions remain active, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option and assessments;
  - f. Compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681);
  - g. Compliance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); and
  - h. Compliance with Title II of the Americans with Disabilities Act of 1990 (42 U.S.C. § 12101).
  - i. McKinney-Vento homeless assistance act of 1987 (42 U.S.C. Sec. 11431 et seq.
4. The School shall hire, manage, and discharge any charter school employee in accordance with the terms of Chapter 28A.710 RCW and the school's charter contract;
5. The School shall receive and disburse funds solely in accordance with the purposes of the charter



school;

6. To the extent it enters into contracts with any school district, educational service district, or other public or private entity for the provision of real property, equipment, goods, supplies, and services, including educational instructional services and including for the management and operation of the charter school, the School shall do so to the same extent as other non-charter public schools, as long as the School's board maintains oversight authority over the charter school;

7. The School shall not enter into any contracts for management operation of the charter school except with nonprofit organizations;

8. To the extent it enters into contracts with other entities regarding real property, the School shall include provisions regarding the disposition of the property if the charter school fails to open as planned or closes, or if the charter contract is revoked or not renewed;

9. To the extent it issues secured and unsecured debt, including pledging, assigning, or encumbering its assets to be used as collateral for loans or extensions of credit to manage cash flow, improve operations, or finance the acquisition of real property or equipment, the School shall not pledge, assign, or encumber any public funds received or to be received pursuant to RCW 28A.710.220;

10. The School shall ensure that no debt incurred by the School is a general, special, or moral obligation of the state or any other political subdivision or agency of the state;

11. The School shall not pledge either the full faith and credit or the taxing power of the state or any political subdivision or agency of the state for the payment of the debt;

12. To the extent it solicits, accepts, and administers for the benefit of the charter school and its students, gifts, grants, and donations from individuals or public or private entities, the School shall not solicit, accept, and administer any such gifts, grants or donations from sectarian or religious organizations and shall not accept any gifts or donations the conditions of which violate Chapter 28A.710 RCW or any other state laws;

13. The School shall issue diplomas to students who meet state high school graduation requirements established under RCW 28A.230.090 even though the charter school board may establish additional graduation requirements;

14. The School shall not levy taxes or issue tax-backed bonds and shall not acquire or attempt to acquire property by eminent domain;

15. The School shall operate according to the terms of its charter contract and the provisions of Chapter 28A.710 RCW;

16. The School shall comply with local, state, and federal health, safety, parents' rights, civil rights, and nondiscrimination laws applicable to school districts and to the same extent as school districts, including but not limited to chapter 28A.642 RCW (discrimination prohibition), chapter 28A.640 RCW (sexual equality), RCW 28A.605.030 (student education records, RCW 28A.320.125 (safe school plans), and chapter 28A.210 RCW (health and screening requirements);

17. The School shall provide basic education, as provided in RCW 28A.150.210, including instruction in the essential academic learning requirements and shall participate in the statewide student assessment system as developed under RCW 28A.655.070 and in accordance with the requirements of chapter 28A.710 RCW;

18. The School shall employ certificated instructional staff as required in RCW 28A.410.025, provided that the Schools may hire non-certificated instructional staff of unusual competence and in exceptional cases as specified in RCW 28A.150.203 (7);

19. The School shall comply with the employee record check requirements in RCW 28A.400.303;

20. The School shall adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the state auditor, including annual audits for legal and fiscal compliance;



21. The School shall comply with the annual performance report under RCW 28A.655.110;
22. The School shall be subject to the performance improvement goals adopted by the state board of education under RCW 28A.305.130;
23. The School shall comply with the open public meetings act in chapter 42.30 RCW and public records requirements in chapter 42.56 RCW;
24. The School shall be subject to and comply with all legislation governing the operation and management of charter schools;
25. The School shall comply with all state statutes and rules made applicable to the charter school in the school's charter contract;
26. The School shall not engage in any sectarian practices in its education program, admissions, or employment policies, or operations;
27. The School shall be subject to the supervision of the superintendent of public instruction and the state board of education, including accountability measures, to the same extent as other public schools, except as otherwise expressly provided by law;
28. The School shall not limit admission on any basis other than age group, grade level, or capacity and must enroll all students who apply within these bases and shall be open to any student regardless of his or her location of residence;
29. The School shall not charge tuition, but may charge fees for participation in optional extracurricular events and activities in the same manner and to the same extent as do other public schools;
30. If capacity is insufficient to enroll all students who apply to the charter school, the School must select students through a lottery to ensure fairness, however, the School must give an enrollment preference to siblings of already enrolled students;
31. The School's Board shall annually determine the capacity of the School in consultation with the Commission and with consideration of the School's ability to facilitate the academic success of its students, achieve the objectives specified in the charter contract, and assure that its student enrollment does not exceed the capacity of its facility;
32. The School shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to its facilities and property;
33. The School has disclosed any real, potential or perceived conflicts of interest that could impact the approval or operation of the School;
34. The School shall meet any reasonable preopening and/or reopening requirements or conditions imposed by the Commission, including but not limited to requirements or conditions to monitor the start-up progress of the School and to ensure that the School is prepared to open smoothly on the date agreed, and to ensure that the School meets all building, health, safety, insurance, and other legal requirements for school opening;
35. The School shall comply with, and fully participate in, any activity by the Commission that the Commission deems necessary for it to monitor, engage in oversight, and/or engage in corrective action pursuant to RCW 28A.710.180;
36. The School shall comply with any corrective actions or sanctions imposed upon it by the Commission pursuant to Chapter 28A.710 RCW;
37. The School shall comply with all renewal and nonrenewal actions required of it by the Commission or by law, including but not limited to the requirements imposed by RCW 28A.710.190 and .200;
38. The School shall comply with any nonrenewal of termination actions imposed by the Commission pursuant to Chapter 28A.710 RCW and duly adopted rules of the Commission;



39. The School shall report student enrollment in the same manner and based on the same definitions of enrolled students and annual average full-time equivalent enrollment as other public schools;

40. The School shall comply with applicable reporting requirements to receive state or federal funding that is allocated based on student characteristics;

41. The School shall, at all times, maintain all necessary and appropriate insurance coverage;

42. The School shall indemnify and hold harmless the Commission and its officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the School or its operation;

43. The School has not been assisted by any current or former employee of the state of Washington whose duties relate or did relate to this proposal or prospective contract, and who was assisting in other than his or her official, public capacity. If there are exceptions to these assurances, the School has described them in full detail on a separate page attached to this document.

44. The School will notify families of current and prospective students of any ongoing litigation challenging the constitutionality of charter schools or that may require charter schools to cease operations through web site postings and written notice with signed acknowledgement of receipt.

45. Board members will complete the financial affairs statement disclosures as required by law and address any conflicts identified by such disclosure.

46. All of the information submitted in the Application is true, correct, complete, and in compliance with Chapter 28A.710 RCW as well as Chapters 108-10 and 108-20 WAC.

47. All of the information contained in the Application reflects the original work of the applicant; no portion of the application was copied or plagiarized.

48. These assurances are made by the Board through its duly authorized representative. The Board has reviewed and discussed these assurances and passed a motion affirming current and future compliance with these assurances.

Pinnacles Prep

NAME OF SCHOOL

SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE

12-13-19  
DATE

Rick Wray, Pinnacles Prep Board Chair

NAME OF DULY AUTHORIZED REPRESENTATIVE





# PINNACLES PREP

## PINNACLES PREP

### Section 15: Attachment 14

#### Contents:

- Rick Wray, Board Chair—Resume, Information Sheet, and Bio
- Sara Rolfs, Board Secretary—Resume, Information Sheet, and Bio
- Tyler McGee, Board Treasurer—Resume, Information Sheet, and Bio
- Karla Soto Mullins, Board Member—Resume, Information Sheet, and Bio
- Karen Rutherford, Board Member—Resume, Information Sheet, and Bio
- Flora Fernandez, Board Member—Resume, Information Sheet, and Bio
- Tod Treat, Board Member—Resume, Information Sheet, and Bio



## **Rick Wray**

Phone: [REDACTED] Email: [REDACTED]  
Address: [REDACTED] Wenatchee, WA 98801

### **EMPLOYMENT**

**WA Charters School Leadership and Design Fellowship**, Seattle, WA June 2018 – Present  
*Fellow*

- Selected as one of four state Fellow groups (2018 cohort) to participate in three-year school incubator to take Pinnacles Prep from concept to a brick-and-mortar charter school

**Mercantile CoWorking Space**, Wenatchee, WA October 2018– Present  
*Co-Founder and Part-time Director of Operations*

- Created business vision and then oversaw the design and renovation of a 125 year-old downtown historic building to house the largest coworking space in Central Washington

**Utah Film Center**, Salt Lake City, UT June 2015 – Present  
*Director of Education and Education Consultant*

- Merged SHIFT teacher training institute to form a new education department
- Designed and implemented new education department that serves over 500 teachers and 15,000 K-12 students annually across the state of Utah
- Partnered with the Utah Board of Education and the Utah Department of Juvenile Justice to found new educational initiative, Film Spark, that solely serves youth in custody

**Icicle Creek Center for the Arts**, Leavenworth, WA 2012 – 2017  
*Vox Docs Film Festival Director*

- Expanded the organization's artistic mission by founding and directing the region's first film festival, bringing the year's best social issue documentaries to Central Washington

**SHIFT Workshops**, Salt Lake City, UT and Leavenworth, WA 2010 – 2015  
*Founder and Executive Director*

- Trained over 3,000 educators and support staff in Utah, California, Washington, and Wisconsin on how to integrate the filmmaking process into core curriculum instruction
- Selected by the Adobe Foundation as one of fourteen international partners to co-brand and deliver the Adobe Youth Voices program
- Partnered on National Science Foundation grant to integrate arts and technology into a science journalism program
- Awarded Enhancing Education Through Technology (EETT) federal grant to train high school faculty throughout Ogden School District

**Spy Hop Productions**, Salt Lake City, UT 1999 – 2010  
*Co-Founder and Executive Director*

- Chief architect of award winning non-profit dedicated to using the media arts as a tool for social change and empowering K-12 youth through film, music, and interactive design
- Raised over 10 million dollars while serving over 15,000 students
- Partnered with Time Warner Foundation to help establish the national youth media field
- Launched LocoMotion International Youth Film Festival as part of 2002 Olympic Games

**Higher Ground Learning**, Salt Lake City, UT 1996 – 1999  
*Co-Founder and Executive Director*

- Co-founded and directed educational center that offers academic tutoring/mentoring for students K-12, day school alternatives, and test preparation courses (SAT/ACT)



## **EDUCATION**

### **Bachelor of Arts degree - Double major: Political Science and Environmental Studies**

|                              |                                      |
|------------------------------|--------------------------------------|
| University of San Diego      | 1989 – 1991                          |
| Member of USD Honors Program | Phi Eta Sigma National Honor Society |
| University of Washington     | 1991 – 1993                          |
| <i>Cum Laude</i> graduate    | Phi Beta Kappa scholar               |

## **COMMUNITY & AWARDS**

|                                                                                          |                        |
|------------------------------------------------------------------------------------------|------------------------|
| <b>Pinnacles Prep Charter School</b>                                                     | 2019 – Present         |
| Board Member and Board President                                                         |                        |
| <b>Pybus Market Charitable Foundation</b>                                                | 2016 – 2019            |
| <i>Board Member</i>                                                                      |                        |
| <b>Wenatchee School District</b> , Wenatchee, WA                                         | 2016 – 2018            |
| <i>District STEAM Committee Member</i>                                                   |                        |
| <i>District Facilities Committee Member</i>                                              |                        |
| <i>District After School Enrichment Committee Member</i>                                 |                        |
| <i>Washington Elementary PTSA Film Series Fundraising Committee Member</i>               |                        |
| <i>Washington Elementary Classroom Volunteer</i>                                         |                        |
| <i>Washington Elementary Math is Cool Team Volunteer</i>                                 |                        |
| <b>Numerica Performing Arts Center (PAC)</b> , Wenatchee, WA                             | 2016 – 2018            |
| <i>Every Kid at the PAC (EKAP) Sub-Committee member</i>                                  |                        |
| <b>Community Foundation of North Central Washington</b>                                  | 2015 – 2017            |
| <i>Educational Grants Review Committee Member</i>                                        |                        |
| <b>Wenatchee District School Board</b> , Wenatchee, WA                                   | March to November 2017 |
| <i>Core Member of Committee to Elect Sarah Knox, Sunny Hemphill and Michele Sandberg</i> |                        |
| <b>Cascade Education Foundation</b> , Leavenworth, WA                                    | 2012 – 2014            |
| <i>Board Member</i>                                                                      |                        |
| <b>Ernst and Young Social Entrepreneur of the Year Competition</b>                       | 2010                   |
| <i>One of three Utah Finalists</i>                                                       |                        |
| <b>Weilenmann School of Discovery Charter School</b> , Salt Lake City, UT                | 2008 – 2010            |
| <i>Founding Board Member</i>                                                             |                        |
| <b>Realms of Inquiry Private School</b> , Salt Lake City, UT                             | 2006 – 2008            |
| <i>Board Member</i>                                                                      |                        |
| <b>Planned Parenthood Action Council of Utah</b> , Salt Lake City, UT                    | 2004 – 2006            |
| <i>Board Member</i>                                                                      |                        |
| <b>Salt Lake City Mayor's Office</b> , Salt Lake City, UT                                | 2000 – 2003            |
| <i>Recipient of Salt Lake City Mayor's Service to the Arts Award</i>                     |                        |
| <i>Youth City Program Steering Committee Member</i>                                      |                        |





# NEW CHARTER SCHOOL APPLICATION

## CHARTER SCHOOL BOARD MEMBER INFORMATION FORM

To be completed individually by each proposed charter school board member.  
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Washington State Charter School Commission (Commission) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold:

1. To give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and
2. To encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve

Pinnacles Prep

2. Full name

Rick Wray

Home Address

Business Name and Address

Mercantile, 14 N. Wenatchee Ave, Wenatchee, WA 98801

Phone Number

E-mail address



3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)

☒ Resume and professional bio are attached.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

☐ Does not apply to me. ☒ Yes

5. Why do you wish to serve on the board of the proposed charter school?

**I strongly believe that a significant number of students in the Wenatchee Valley, particularly students coming from underserved households, are receiving an inequitable education and deserve another educational opportunity to help succeed.**

6. What is your understanding of the appropriate role of a public charter school board member?

**As governance figures, charter school board members are responsible for ensuring that the school fulfills its mission and is operating in a sustainable fashion that meets its stated academic, financial, and operating desired outcomes. Furthermore, charter school board members have fiduciary responsibility as stewards of significant public funds and they must ensure these funds are expended wisely.**

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

**I have served on one previous founding charter school board in Salt Lake City (Weilemann School of Discovery) as well as many other non-profit boards Washington and Utah. As part of these previous board experiences, I have also gained wide experience serving on governance, fundraising, and programming subcommittees.**

8. Describe the specific knowledge and experience that you would bring to the board.

**As a previous founder and Executive Director of other education focused non-profits I feel like my greatest strengths are facilities, instructional design and implementation, organizational development, and staff management.**

## School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

**Driven by a commitment to equity and inclusion, Pinnacles strives to produce confident, curious, self-directed students that thrive in college, careers and in their communities.**



2. What is your understanding of the school's proposed educational program?  
Pinnacles Prep will utilize an instructional model rooted in place-based learning, social and emotional support, and deep relationships to ensure that 100% of students are successful.
3. What do you believe to be the characteristics of a successful school?  
Strong, accountable leadership and staff are one of the most important characteristics defining a successful school followed by an inclusive culture and effective academic, operation and financial systems. Meaningful relationships between teachers and students, school and families, and school also help define successful schools.
4. How will you know that the school is succeeding (or not) in its mission?  
A variety of indicators will help illustrate success, but ultimately enrollment numbers, academic achievement, positive school culture, and the post high school track records of your graduates will tell the story of whether or not the school is succeeding in fulfilling its mission.

## Governance

1. Describe the role that the board will play in the school's operation.  
The board of trustees will play a big picture governance role ensuring that the Principal is leading an effective staff team that is reaching its academic, financial, and operational benchmarks and ultimately succeeding in offering an exceptional education for its students.
2. How will you know if the school is successful at the end of the first year of operation?  
If the school is delivering on its stated goals, has strong, ongoing student and family enrollment interest, has a full intact founding staff and faculty team, and is healthy fiscally and operationally.
3. How will you know at the end of four years if the school is successful?  
We will have seen significant student growth annually, had greater enrollment than the prior year, had little or no student attrition, have a high performing staff and board, have opened up our high school facility wing after a successful capital campaign, and will be two years out from graduating our founding class.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
Establishing clear, high expectations regarding the roles and responsibilities of effective board leadership will be key to the school's success. Ongoing training to make sure the board is well versed in the school's instructional model, culture, and program terms will also be key to help ensure long term board buy in and successful board development.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?



I would begin by approaching the board chair or other board officers that comprise the Executive Committee, and if that was not successful I would seek counsel from the Commission or other appropriate state or local agency.

## Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☒ Yes

**My wife and I have previously known board members Karen Rutherford and Sara Rolfs from other professional and social environments.**

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☒ N/A. ☐ I / we have no such interest. ☐ Yes



7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  
☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  
☒ Does not apply to me, my spouse or family. ☐ Yes
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.  
☒ None. ☐ Yes

## Certification

I, Rick Wray, certify to the best of my knowledge and ability that the information I am providing to the Washington State Charter School Commission as a prospective board member for Pinnacles Prep Charter School is true and correct in every respect.

Signature

January 17, 2020

Date



Rick has 20+ years of diverse education experience, serving both K-12 students and teachers in Washington State and Utah. Rick began his education career in Salt Lake City as a co-founder and Executive Director of [Higher Ground Learning](#) (HGL), a tutoring and mentoring center focused on reaching students through personalized learning models. While at Higher Ground, Rick realized the dynamic instructional nature of the media arts and digital storytelling. In 1999, Rick passed on the reins of HGL and founded Utah's only not-for-profit youth media center, [Spy Hop Productions](#). In 2010 after serving over 10,000 Utah youth with innovative audio, video and interactive programming as Spy Hop Productions' Executive Director, Rick Wray stepped down to launch SHIFT Workshops in Washington State, a teacher-training organization focused on integrating filmmaking and digital storytelling into classroom instruction. Rick served as the Executive Director of SHIFT through 2015, and after training over 3,000 educators, the organization merged with the [Utah Film Center](#) where Rick has served as both their Director of Education and lead education programs consultant.

Rick's education work and the organizations' he has founded have been recognized both locally and nationally, receiving awards such as the 2003 Salt Lake City Mayor's Service to the Arts Award, a finalist for the 2010 Ernst and Young Social Entrepreneur of the Year award, and Spy Hop Productions' receipt of the National Arts & Humanities Youth Program Award in 2015 by First Lady Michelle Obama.



# Sara Malia Rolfs

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## Education

|             |                                                                 |                             |
|-------------|-----------------------------------------------------------------|-----------------------------|
| 1994        | <b>Colorado College</b>                                         | <i>Colorado Springs, CO</i> |
|             | B.A. in Political Science                                       |                             |
|             | Concentration: Economics & International Rural Development      |                             |
| 1992        | <b>The School for International Training</b>                    | <i>Zimbabwe, Africa</i>     |
|             | Internship with Organization of Rural Associations for Progress |                             |
| 2001 & 2002 | <b>Western Washington University</b>                            | <i>Bellingham, WA</i>       |
|             | Certificate of Mastery in Family Services                       |                             |
|             | Certificate of Mastery in Birth to Five Care                    |                             |

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## Employment

|                |                                                                                    |                               |
|----------------|------------------------------------------------------------------------------------|-------------------------------|
| 2015 – Present | <b>North 40 Productions</b>                                                        | <i>Wenatchee, WA</i>          |
|                | -Grant writer and Outreach & Education Coordinator for <i>The Wildfire Project</i> |                               |
| 2015 – Present | <b>Wenatchee Valley Museum &amp; Cultural Center</b>                               | <i>Wenatchee, WA</i>          |
|                | -Summer Camp, SnowSchool, and Forest Classroom Manager                             |                               |
| 2015 – 2016    | <b>Chelan County PUD</b>                                                           | <i>Wenatchee, WA</i>          |
|                | -Co-Lead for Alcoa Working Group (mitigation for plant closure)                    |                               |
| 2015           | <b>Wildfires &amp; Us</b>                                                          | <i>Wenatchee, WA</i>          |
|                | -Summit Project Coordinator                                                        |                               |
|                | -Grant writer and lead fundraiser                                                  |                               |
| 2014 - Present | <b>Wenatchee Art Education Consortium</b>                                          | <i>Wenatchee, WA</i>          |
|                | -K Art Project Manager                                                             |                               |
|                | -Grant Writer                                                                      |                               |
| 2009-2015      | <b>Grinnin' Meadows</b>                                                            | <i>Wenatchee, WA</i>          |
|                | -Owner: Small hobby farm concentrating in egg, herb and tea sales                  |                               |
|                | -Subject-integration Camps for ages 2-12                                           |                               |
| 2007 -2010     | <b>My Family Compass</b>                                                           | <i>Wenatchee, WA</i>          |
|                | -Contributing Writer – Family, Motherhood & early Childhood articles               |                               |
| 2002-2014      | <b>National Center for Hearing Assessment &amp; Management</b>                     | <i>Salt Lake City, UT</i>     |
|                | -Early Childhood Hearing Outreach Team Member & Trainer                            |                               |
|                | -2004 Presenter at Early Head Start Disabilities Summit in Washington, DC          |                               |
| 2000-2007      | <b>Wenatchee Valley College</b>                                                    | <i>Wenatchee, WA</i>          |
|                | -Adjunct Instructor: ECE Health, Safety and Nutrition                              |                               |
| 1997-2004      | <b>Chelan Douglas Child Services Association (Head Start)</b>                      | <i>Wenatchee, WA</i>          |
|                | -Health Services Coordinator                                                       |                               |
|                | -Certified Infant Massage Instructor                                               |                               |
| 1996-1997      | <b>Methow Valley Family Practice</b>                                               | <i>Twisp, WA</i>              |
|                | -Information Specialist                                                            |                               |
| 1995-1996      | <b>United States Peace Corps</b>                                                   | <i>Wakenaam, Guyana, S.A.</i> |
|                | -Health Education Extentionist                                                     |                               |
|                | -President Volunteer Advisory Committee, originated by-laws                        |                               |
| 1994-1995      | <b>Vermont Anti-Hunger, Nutrition, &amp; Empowerment Corps.</b>                    | <i>Waterbury, VT</i>          |
|                | -Americorps Volunteer                                                              |                               |



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## Community Involvement

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                           |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2015 – Present | Our Valley Our Future                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Core Team                                                                                                                                                                 |
| 2015 – 2018    | Numerica Performing Arts Center                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Education and Outreach Committee                                                                                                                                          |
| 2014 - Present | TEDx Wenatchee Valley                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Co-Creator                                                                                                                                                                |
| 2013 - 2014    | Citizens for Wenatchee Schools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Bond Co-Chair                                                                                                                                                             |
| 2012 – 2018    | Wenatchee Valley Museum & Cultural Center                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Secretary for Board of Trustees<br>Chair of Education Committee<br>Co-Creator of Art Room<br>Co-Creator of MakerSpace                                                     |
| 2012 - Present | Chelan-Douglas Land Trust                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Foothills Campaign Committee<br>Trail Buddy Coordinator                                                                                                                   |
| 2011 - Present | Wenatchee School District                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 4 <sup>th</sup> & 5 <sup>th</sup> Grade Math is Cool Coach<br>Pioneer Middle School Debate Coach<br>STEM Committee & Curricula Creator<br>Wenatchee Learns Advisory Board |
| 2011 – 2018    | Washington Elementary PTSA Board                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | President 2011 - 2017                                                                                                                                                     |
| 2010 - Present | Forest Ridge Wildfire Coalition Board                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Co-Chair 2011 - 2016                                                                                                                                                      |
| 2009 - 2015    | Pacific Northwest Ski Association                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Officials Committee<br>Timing & Calculations Level 3<br>T & C Level 1 instructor                                                                                          |
| 2007 - 2017    | Northwest Farm Credit Services                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Local Advisor Committee Member<br>Board Nominating Committee 2011<br>LAC Regional Chair 2010-2012                                                                         |
| 2005 - 2013    | Mission Ridge Ski Team                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Chief of Timing and Calculations<br>Youth Ski League Coach 2001-2003                                                                                                      |
| <b>Other</b>   | 2018 Washington State Charter Schools Association<br><i>School Research and Design Fellowship</i><br>2017 Wenatchee Valley Museum & Cultural Center<br><i>Richard “Dick” Bell Leadership Award</i><br>2016 Women’s Resource Center <i>Woman of the Year Award</i><br>2016 Wenatchee Valley Museum & Cultural Center <i>Affiliate of the Year Award</i><br>2015 Greater Wenatchee Area Technology Alliance<br><i>Innovative Use of Technology in the Classroom Award</i><br>Greater Wenatchee Soccer Club Coach<br>North Central Washington Education Foundation Grant Review Committee<br>Community Foundation of North Central Washington Grant Review Committee<br>Wenatchee Valley Citizens for Healthy Teeth<br>NCW Brain Squad<br>Peace Corps Career Consultant<br>CHILD Profile Professional Review Team<br>Chelan Douglas Children’s Interagency Council<br>Chelan Douglas Child Care Stakeholders Collaborative |                                                                                                                                                                           |





# NEW CHARTER SCHOOL APPLICATION

## CHARTER SCHOOL BOARD MEMBER INFORMATION FORM

**To be completed individually by each proposed charter school board member.**  
**All forms must be signed by hand.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Washington State Charter School Commission (Commission) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold:

1. To give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and
2. To encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve

**Pinnacles Prep**

2. Full name

**Sara Rolfs**

Home Address

Business Name and Address

Phone Number

E-mail address



3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)

☒ Resume and professional bio are attached.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

☐ Does not apply to me. ☒ Yes

5. Why do you wish to serve on the board of the proposed charter school?

**I believe that our public education system needs to be updated. There are many opportunities to innovate and create public schools where all children succeed and are engaged. Pinnacles Prep's mission and vision align with my vision and hope for the future of our children.**

6. What is your understanding of the appropriate role of a public charter school board member?

**The role of a public charter school board member is to ensure that the mission and vision of the organization is implemented. This carries with it a fiduciary responsibility to steward the public monies in a responsible, ethical and meaningful way. Board members ultimately oversee the organization and represent the values and mission to the community.**

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

**I have served and worked for a number of non-profit organizations (see resume). I have also worked professionally and volunteered in the K-12 public education system. I have served on a number of Wenatchee School District Committees that focused on student learning.**

8. Describe the specific knowledge and experience that you would bring to the board.  
Besides general non-profit board experience, I bring logistics, programming, budget and community connection skills to the board.

## **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

**Pinnacles Prep's mission is to create an environment where all students can be successful. Parent and community engagement are key to successful students and will be woven into our school days. Pinnacles Prep believes in the power of relationships and the benefits of hands-on learning.**

2. What is your understanding of the school's proposed educational program?

**Pinnacles Prep is rooted in place based project that bring the community into our school and gets the students out into the community.**

3. What do you believe to be the characteristics of a successful school?



**Content families, students who believe in themselves and are competent in their academic, social and emotional knowledge.**

4. How will you know that the school is succeeding (or not) in its mission?

**If we are within our budget guidelines, there is robust enrollment, parents are satisfied and we are meeting our program terms.**

## Governance

1. Describe the role that the board will play in the school's operation.

In the first years, the board is the face of the school in the community. While board members are not directly involved in school operations, it is key to leverage our connections to create lasting partnerships with our community. The Board is ultimately responsible for the operations, but should not micromanage day-to-day operations. The Board's main responsibility is to hire the right people to run the organization.

2. How will you know if the school is successful at the end of the first year of operation?

The school will be successful if we stay in the budget, meet our program terms and have full (or close to) enrollment. Fundamental to all of this is creating the right culture.

3. How will you know at the end of four years if the school is successful?

At the end of four years, the school will be successful if we are meeting our program terms, we have full enrollment, we have robust parent engagement, we are within our budget parameters and the community is partnering and supportive of the school

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Making sure we stay in budget, hire the right people for the jobs, local fundraising and grant writing, and ensuring we are meeting our program terms.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would engage with the member(s) individually to ensure I have all the facts and understand the situation. If after that conversation I feel that your ethics policy has been breached, I will follow the proper procedures to bring the matter to the attention of the board.

## Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☒ Yes

**My husband and I know Karen Rutherford and Rick Wray from previous school district and non-profit work. Karen Rutherford is a personal friend**

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

☐ I / we do not know any such employees. ☒ Yes



**I have known Jill Fineis, the founding principal, for 7 years. We have worked professionally together on science projects in the Wenatchee School District. My husband is an acquaintance of Ms. Fineis as well.**

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☐ I / we do not know any such persons. ☒ Yes

**Wenatchee is a small community so it is very likely that we know some of the people that Pinnacles Prep will conduct business with. My husband is an engineer. There is a good chance that he knows the architecture firm that will be designing our remodel. There is a good chance that he knows the contractor whom we will hire, as well. There is a high likelihood that I know some of the people with whom we will conduct business. I will follow the conflict of interest policy and recuse myself from any decisions that have a direct conflict or any appearance of a conflict.**

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.  
☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☒ N/A. I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☒ N/A. I / we or my family do not anticipate conducting any such business. ☐ Yes



8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

## Certification

I, Sara M. Rolfs, certify to the best of my knowledge and ability that the information I am providing to the Washington State Charter School Commission as a prospective board member for Pinnacles Prep Charter School is true and correct in every respect.

  
Signature

1.27.20  
Date



## **Sara Rolfs - Co Founder**

As a passionate Wenatchee local who has devoted her professional career to diverse education-rooted endeavors, Sara has established deep family and community relationships across the region.

Grassroots advocacy and community organization skills are Sara's forte. She is a leading force in the informal education effort in the valley which aims at exploring many learning philosophies. Educational programing that focuses on STEAM and Project/Place Based Learning is her calling. Sara easily navigates between the public education, private business and non-profit sectors. She knows the right folks to engage and has a passion to ensure it gets done.



# Tyler McGee

• East Wenatchee, WA 98802 •

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## Objective

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Experienced CPA with a demonstrated history of working in the accounting industry. Skilled in business and individual tax accounting and financial accounting.

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## EDUCATION

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### Central Washington University – Ellensburg, WA

Graduated June 2013

Master of Professional Accountancy

Member of Beta Alpha Psi – Accounting Club

### Brigham Young University-Idaho – Rexburg, ID

Graduated July 2011

Bachelor of Science in Accounting

Member of the Student Accounting Society

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## EXPERIENCE

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### Accounting Manager

Homchick Smith & Associates, PLLC, Wenatchee, WA

July 2013 to Current

- ♦ Prepare individual and business tax returns for various clients
- ♦ Key participant in tax planning for our clients
- ♦ Prepare Compilations, Reviews and Audits
- ♦ Developed the ability to manage multiple projects during busy season
- ♦ Proficient with CS Professional Suite (Ultra Tax, Fixed Assets, File Cabinet, & Creative Solutions)

### Accounting Clerk

Saddle Mountain Ranches, Inc., Othello, WA

June 2012 to June 2013

- ♦ Perform payroll duties for 15 employees
- ♦ Manage accounts payable and accounts receivable for the multiple business entities
- ♦ Worked with controller to create the financials for the fiscal year 2011
- ♦ Create finance reports for management to use in determining sale prices and rental prices for farm land

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## SKILLS

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- ♦ Computer - Advanced excel skills and experience with accounting computer programs (QuickBooks & Peachtree)
- ♦ Financial Calculations and Creating Financial Reports
- ♦ Earned Eagle Scout Award

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## VOLUNTEER/SERVICE

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- ♦ Board Member Pinnacles Prep | 2019 - Current
  - Serving as treasurer
- ♦ Financial clerk for Church | 2009 – 2011, 2018 - Current
  - Managed a budget for seven organizations in the church
  - Controlled the accounts payables, member reimbursements, and bank reconciliations
- ♦ Served a 2 year mission in Brazil | 2006 – 2008
  - Learned to communicate fluently in Brazilian Portuguese
  - Managed the progress of five other missionaries in my district and conducted weekly meetings





# NEW CHARTER SCHOOL APPLICATION

## CHARTER SCHOOL BOARD MEMBER INFORMATION FORM

**To be completed individually by each proposed charter school board member.**  
**All forms must be signed by hand.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Washington State Charter School Commission (Commission) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold:

1. To give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and
2. To encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve Pinnacles Prep
2. Full name Tyler McGee  
Home Address [REDACTED]  
Business Name and Address   
Phone Number [REDACTED]  
E-mail address [REDACTED]



3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)  
☒ Resume and professional bio are attached.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  
☒ Does not apply to me. ☐ Yes
5. Why do you wish to serve on the board of the proposed charter school?  
**I support Pinnacles Prep because I am passionate about giving back to our community. It is important that our youth have ample opportunities for educational growth and development and Pinnacles Prep is a great example of supporting this cause.**
6. What is your understanding of the appropriate role of a public charter school board member?  
**To help actualize the mission or pinnacles prep. The board will be composed of diverse, professional representatives who bring the expertise and credibility to Pinnacles Prep. My specific role will be offering my professional expertise in the accounting field.**
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
**I have not previously had an opportunity to serve on a charter school's board. I have the capability to be an effective member because I am a CPA and have 6 plus years of accounting experience in public accounting. I also will have resources and mentors within my accounting firm to assist me in my role.**
8. Describe the specific knowledge and experience that you would bring to the board.  
**I have my Masters and Bachelors degree in Accounting, 6 plus years of experience in public accounting, CPA license, and volunteered as a finance clerk at my church.**

## School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
**Pinnacles Prep will exist to give middle school and high school aged children in the Wenatchee area another option of education to prepare them to succeed in college, career, and their communities.**
2. What is your understanding of the school's proposed educational program?  
**The school's proposed educational program is focused on closing the opportunity gap by integrated diversity equity and inclusion practices, social emotional learning supports, and place-based learning.**
3. What do you believe to be the characteristics of a successful school?  
**I believe that a successful school should care about their students and desire that they are prepared to succeed after they graduate**
4. How will you know that the school is succeeding (or not) in its mission?  
**Pinnacles Prep will adopt two additional time tested BoardOnTrack assessment tools.**

## Governance

1. Describe the role that the board will play in the school's operation.



**The board will ensure that the school's academic program is faithful to the organization's vision and values and that the operational and financial systems are sound and sustainable.**

2. How will you know if the school is successful at the end of the first year of operation?

**Pinnacles Prep will adopt two additional time tested BoardOnTrack assessment tools.**

3. How will you know at the end of four years if the school is successful?

**Pinnacles Prep will adopt two additional time tested BoardOnTrack assessment tools.**

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

**Pinnacles Prep has adopted the trustee job description from BoardOnTrack's to ensure the success of the school. The job descriptions clearly articulate the responsibilities of each individual board trustee. Also, each board trustee will be responsible for ensuring the academic program is successful, that the organization's programs and operations are faithful to the terms of its charter, and that Pinnacles Prep is a viable organization.**

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

**If I was in a situation I believed that one member or more of the school's board were acting unethically or not in the best interest of the school I would make sure I have all the information correct and then follow the code of ethics and conflict of interest policy.**

## **Disclosures**

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

☒ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the school does not intend to contact with an education service



provider or school management organization.

☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☒ N/A. ☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

## Certification

I, Tyler McGee, certify to the best of my knowledge and ability that the information I am providing to the Washington State Charter School Commission as a prospective board member for Pinnacles Prep Charter School is true and correct in every respect.

Signature

2/11/2020

Date



## Tyler P. McGee, CPA Board Treasurer

After spending two years in Brazil on his mission, Tyler attended BYU-Idaho to earn his Bachelor of Science in Accounting. It is during these four years when he discovered that Accounting would be the foundation for his future career. After graduating from BYU-Idaho, he was accepted at CWU to further his education in Accounting with a Master of Professional Accountancy. Tyler and his wife Brittany wanted to return to Washington State to be close to family and set down their roots. They learned about Wenatchee while attending CWU, and after visiting, they knew that it was where they wanted to be. Tyler and Brittany have three wonderful children and enjoy all the outdoor opportunities that North Central Washington has to offer. They are considering getting a dog to complement their family in the future. Tyler started working at Homchick Smith and Associates after Graduating at CWU in 2013.



# **Karla J. Mullins**

## **Summary of Qualifications:**

- Exceptional communication skills and strong attention to detail
- Excellent planning capabilities, ability to prioritize tasks to accomplish deadlines
- Bilingual in English and Spanish

## **Professional Experience:**

### ***Mortgage Loan Officer 2016-present, Wenatchee, WA***

- Oversee entire mortgage process including application, origination, underwriting and closing.
- Interview prospective loan applicants to determine up front eligibility and screen for approval.
- Ensure loan applicant provides required information and supporting documentation.
- Review loan applications and documents for accuracy and completeness.
- Negotiate terms of residential mortgage loans.
- Manage applicants' expectations related to processing times, interest rates and closing dates
- Set up meetings with local real estate professionals to find prospective and referral loans.
- Hold small conferences and meetings to explain the variety of financial products and services available.
- Work with management to design plans to achieve sales goals, loan quotas and conference referrals.
- Maintain compliance with federal lending regulations and underwriting policies.

### ***Real Estate Agent, Buyer Specialist 2013- 2015, Wenatchee, WA***

- Provide exceptional customer service to all clients building relationships to encourage returning business
- Act as a liaison in negotiations between buyers and sellers, generally representing the buyer
- Confer with escrow companies, lenders, home inspectors, and pest control operators to ensure that terms and conditions of purchase agreements are met before closing dates.
- Prepare legal documents such as representation contracts and purchase agreements and ensuring all terms and conditions of agreements are met.
- Maintain compliance with federal and state regulations and policies.

### ***Arizona Public Service Company, Marketing and Trading 1996-2007, Phoenix, AZ*** ***Day-Ahead Trader/Senior Power Scheduler and Team Leader***

- Electricity trading and transmission scheduling



- Utilize company model results to execute electricity transactions that minimize costs with respect to firm contracts, operational reserves, projected energy markets, estimated gas prices and unit availability within strict timelines.
- Participated with regulatory compliance, operations and management personnel to develop internal processes to ensure compliance with federal and state regulations.
- Excelled at mastering a highly and imperative detailed position by ensuring delivery of electricity and natural gas to all respective customers within the state and nationally.
- Provided exceptional customer service by establishing and improving client communications and maintained client relations.
- Collaborated with colleagues, customers and management levels as well as completed tasks independently.
- Effectively supervised, trained, coached, hired and evaluated team members.

### **Computer Skills:**

- Microsoft Office Proficient
- Outlook, Gmail, Internet and Database Management

### **Education and Licenses:**

- Nationwide Mortgage Licensing System (NMLS) License #1273719, 2015
- Washington State Real Estate License #112013, 2013
- *Associates of Occupational Studies in Holistic Healthcare*, 2012  
Southwest Institute of Healing Arts, Arizona
- *Business Management*  
University of Phoenix, Arizona

### **Community Involvement:**

- Board Member for Genesis Academy Charter School, a 501(C)(3)-2007, Phoenix, AZ
- Social Committee member for the Wenatchee Golf & Country Club-2018





# NEW CHARTER SCHOOL APPLICATION CHARTER SCHOOL BOARD MEMBER INFORMATION FORM

**To be completed individually by each proposed charter school board member.  
All forms must be signed by hand.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Washington State Charter School Commission (Commission) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold:

1. To give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and
2. To encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

## Background

1. Name of charter school on whose  
Board of Directors you intend to serve Pinnacles Prep
2. Full name Karla Soto Mullins  
Home Address [REDACTED]  
Business Name and Address AGENT509 | Keller Williams Realty NCW  
Phone Number [REDACTED]  
E-mail address [REDACTED]



3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)  
☒ Resume and professional bio are attached.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  
☐ Does not apply to me. ☒ Yes
5. Why do you wish to serve on the board of the proposed charter school?  
 "As a former youth-at-risk and charter school graduate, I believe in the value that a charter school can have in a community."
6. What is your understanding of the appropriate role of a public charter school board member?  
 The appropriate role of a public charter school member is to ensure that the charter school is meeting its mission and vision, hire leaders to run the school, hold those leaders accountable for academic success, and provide financial oversight.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
 I have previous experience on serving on the board for Genesis Academy in Phoenix, AZ. It is the same school I graduated from in 1995.
8. Describe the specific knowledge and experience that you would bring to the board.  
 I bring the experience of being a youth-at-risk who succeeded in life due to attending a charter school. I am able to relate to most minority children living in poverty and know first hand the struggles they face in the traditional public school system.

## School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
 The mission for Pinnacles Prep is to graduate students who will thrive in our community and beyond.
2. What is your understanding of the school's proposed educational program?  
 Pinnacles Prep believes in equity and inclusion and whole child learning using rigorous and relevant curriculum promoting collaboration, creativity and critical thinking through project-based and competency-based learning.
3. What do you believe to be the characteristics of a successful school?  
 I believe the characteristics of a successful school include, but not limited to the following:
  - School-wide clear and shared focus
  - Focused professional development
  - A supportive learning environment
  - High level of family and community involvement



4. How will you know that the school is succeeding (or not) in its mission?  
A successful school will have happy and motivated students, teachers and staff while demonstrating student success in both academic and emotional growth. Pinnacles Prep will succeed in its mission by demonstrating the above and having a student wait list.

## Governance

1. Describe the role that the board will play in the school's operation.  
The board will ensure the school's academic program is faithful to the organization's vision and values and that the operational and financial systems are sound and sustainable. Rather than spending time overseeing the day-to-day operations of the school, which the internal leadership team will manage, the board establishes high expectations, focuses on high-level strategic vision, and defines the future.
2. How will you know if the school is successful at the end of the first year of operation?  
We will know the school is successful at the end of the first year of operation by demonstrating thriving students and fully engaged faculty, staff and families and community support.
3. How will you know at the end of four years if the school is successful?  
It will be demonstrated by continued student academic achievement, student growth and continued support of the community.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
From section 15 of the Pinnacles Prep Application: Board Members & Governance:  
In order to successfully evaluate the success of the school, the principal, and of board performance, Pinnacles will adopt two additional time tested BoardOnTrack assessment tools. Starting with the evaluation of the school leader, which ultimately also assesses the success of the school's academic, operational and financial performance, the Board will utilize BoardOnTrack's Principal Support and Evaluation process. This system has been crafted to allow for the board and principal to work through a continuous improvement loop of goal setting, intermittent reflection and feedback, and finally a year-end culminating evaluation that allows for self-assessment as well as feedback from all of the principal's direct reports.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
In the case of unethical behavior, the problem will be addressed immediately and in accordance to the whole board decision and with a thorough investigation.

## Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.



☒ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.



N/A. ☒ I / we have no such interest. Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. ☒ I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

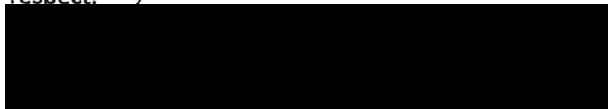
☒ Does not apply to me, my spouse or family. Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. Yes

## Certification

I, Karla Soto Mullins, certify to the best of my knowledge and ability that the information I am providing to the Washington State Charter School Commission as a prospective board member for Pinnacles Prep Charter School is true and correct in every respect.



Signature

11/2/20  
Date



Karla is truly a success story starting with the bare survival minimums in her early years, eventually saved by a charter school, which lead to an outstanding corporate career and a successful transition to carving out her own path in the mortgage lending business.



# Karen Rutherford



I am a tinkerer, a maker and a lover of doing. For the past 30 years I have shared my love of tinkering with students, young and old alike. I have worked within formal educational venues, serving as K-8 Science Resource Specialist for Wenatchee School District and informally, teaching messy, chaotic hands-on classes at our local Wenatchee Valley Museum Makerspace. The process of learning and creation delights me.

## Experience

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### **Wenatchee Valley Museum Makerspace**

**2015-present**

Working with the City of Wenatchee, the Wenatchee Valley Museum and the most amazing cadre of tinkerers the WVM Makerspace opened for the youth of our city in 2015. I have served as the co-director since the beginning. My chief duties are writing engaging curriculum, gathering legos, fixing sewing machines, setting up 3D printers and mixing paint.

### **Wenatchee City Council**

**2007-2016**

As a two-term Wenatchee City Council member I was an advocate of education and lifelong learning. I was honored to represent the City at the White House Office of Science and Technology Maker City Forums in Washington DC. Makerspaces, Fablabs, Workforce training centers and libraries came together for over a year to rethink education in our communities.

### **Wenatchee School District Science Coordinator/Specialist 1998-2010**

As the first school district science specialist, I reviewed and adopted science curriculum for all grade levels, purchased and maintained all equipment and resources, developed new curriculum for middle and elementary grades, established the science resource warehouse, served on the state LASER faculty team (Leadership and Assistance for Science Education Reform) and developed and coordinated outdoor field experiences for K-5. My goal as the Science Coordinator was to engage our students with a hands on curriculum in and out of the classroom, utilizing as many community agencies and volunteers as possible. We had a lot of fun and it continues today with a new crew at the Science Resource Center.

## Education

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### **Whitman College**

**1974-1978**

BA in History/American Studies.

A good solid liberal arts education. I enjoyed it immensely.

### **Numerous workshops/ classes/ conferences**

**lifetime**

My science education has come through workshops/classes and many conferences. It has been a great lifetime of launching rockets, setting mousetrap cars and learning to code at 60 years old.

### **Volunteer and Awards**

Active community volunteering as been a staple in my family life. I currently am the president of the Women's Resource Center (local affordable housing nonprofit), serve on the local Community Foundation Board and Mission Ridge Ski Team Board. I am active in our local Friends of Wenatchee Schools group.

I am proudest and most humbled by the award of 2011 Washington State Science Education Advocate, given by OSPI and LASER. It is an honor to be recognized as the wild and crazy Science Lady that loves to tinker with kids.





## NEW CHARTER SCHOOL APPLICATION

### CHARTER SCHOOL BOARD MEMBER INFORMATION FORM

To be completed individually by each proposed charter school board member.

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Washington State Charter School Commission (Commission) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold:

1. To give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and
2. To encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

#### Background

1. Name of charter school on whose Board of Directors you intend to serve Pinnacles Prep
2. Full name Karen Rutherford  
Home Address [REDACTED]  
Business Name and Address [REDACTED]  
Phone Number [REDACTED]  
E-mail address [REDACTED]
3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)  
☒ Resume and professional bio are attached.
4. Indicate whether you currently or have previously served on a board of a school district, another



charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

X Does not apply to me. ☐ Yes

5. Why do you wish to serve on the board of the proposed charter school?

It is an amazing opportunity to affect the lives of children in need of a more personalized, creative schooling format. I'm proud to contribute what I can to its' success.

6. What is your understanding of the appropriate role of a public charter school board member?

I understand the role of a Charter School board member is to keep the school true to its' founding mission, to ensure its' financial success and support the staff and the administration in quest to provide a quality education.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have enjoyed serving on many community boards in the Wenatchee Valley: from affordable housing/homeless shelters to the Mission Ridge Ski Education Foundation. I am currently serving on the Community Foundation of NCW, which has given me a first hand look at the needs of our valley. I serve on the educational and regional impact site visit teams. Through the Community Foundation, I have been able to attend many valuable seminars regarding Board training, Board Finances and Fundraising. I also spent eight years as a Wenatchee City Council member, serving on the City Finance Committee and representative to the affordable housing/homeless task force. I also spent a year representing the city on a government redistricting committee, working with our latino community.

8. Describe the specific knowledge and experience that you would bring to the board.

As described above, I will bring experience in the nonprofit and the governmental sectors. My many years as the Science Resource Coordinator for the Wenatchee School District brings a knowledge of the diverse educational needs of our community, and expertise in adopting curriculum.

## School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

We are reaching out to a diverse and underserved student population in our community, with the goal of assisting them toward their goals of a successful educational experience and a commitment to their community.

2. What is your understanding of the school's proposed educational program?

Place-based, hands on, relevant learning will be a key to our success. Social and emotional



learning will be front and center in our learning experience.

3. What do you believe to be the characteristics of a successful school?

A strong, supported staff that cares about the students and their families. A curriculum that has meaning in a students' life. Parental involvement is welcomed and encouraged.

4. How will you know that the school is succeeding (or not) in its mission?

Families want their children to attend: Enrollment increases annually. The staff feels supported and well equipped: Very little turnover of staff and administration. The community is proud to have us as an educational option: The community supports us financially and through volunteer efforts.

## Governance

1. Describe the role that the board will play in the school's operation.

It's primary purpose will be to support the administration and staff, financially and through oversight in meeting its' stated mission and vision.

2. How will you know if the school is successful at the end of the first year of operation?

Success at the end of the first year will be visible in increased enrollment, staff retention, community involvement and a fiscal position that allows it to grow.

3. How will you know at the end of four years if the school is successful?

At the end of four years we will have sufficient data from attendance, standardized testing and teacher retention to view if we are living up to our mission and vision.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Continue to listen to the needs of the community and the families enrolled. Outreach will be key to being a contributing member of the community.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Up front discussions at board meetings. Do not let issues simmer until they are destructive.

## Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

- ☐ I / we do not know any such trustees. ☒ Yes, we are very familiar with several members of the board. Sara Rolfs has been a long time family friend and we also have worked together on many school district projects. Rick Wray and his family are personal friends, we have worked



together on community projects for several years. I have worked with Jill Finesis, our school administrator on many school wide projects.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

☐ I / we do not know any such employees. ☒ Yes. Sara Rolfs, Rick Wray and Jill Finesis are personal and professional friends of mine.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☒ N/A. I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☒ N/A. I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is



partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

X Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

X None. ☐ Yes

### Certification

I, Karen Rutherford, certify to the best of my knowledge and ability that the information I am providing to the Washington State Charter School Commission as a prospective board member for Pinnacles Prep Charter School is true and correct in every respect.

Signature

Date

1/22/20



**Karen Rutherford**

is retired from the Wenatchee City Council and Wenatchee School District, but continues to volunteer her services in many capacities across the Valley. She is passionate about getting kids involved in Maker Spaces, STEAM projects, and loves to build with Legos. Karen can frequently be found walking the trails in Eastern Washington with her trusty companions: her dog, Ernie and her husband, Peter.



## **Flora S. Fernandez**



**Objective:** Strong problem-solver with the ability to troubleshoot a variety of duties. Seeking a position that requires my medical expertise as well as my excellent teamwork, communication and organizational skills. Leadership skills.

**Skills:** Bilingual Translate from English to Spanish \* Multi-phone lines \* Typing \* Filing \* Scheduling “ Leadership skills, Coaching skills.

### **Experience:**

*Columbia Valley Community Health  
Wenatchee, WA  
Certified Medical Assistant*

*10/2011-present*

Medical assistant, translating, rooming patients, triage, vitals, medication review, lab review, Minor procedures. Sterilization, Vaccinations, assist with referral process.

Committees: Preceptor (training), Process improvement, Hiring committee, Assist in clinical flow development.

*ANOVA Works*

Wenatchee, WA

*Certified Medical Assistant*

8/10-1/11

Reception and back office, translating (English to Spanish) vital signs, phlebotomy, ordering supplies, and patient assessment.

*Columbia Heights Retirement and Assistant Living  
Med Aide (Medication Administration )*

Wenatchee, WA

9/07-1/11

Assist with medication administration. Communication with outside providers. Translate (English to Spanish) Performed caregiver duties. Provide assistance with meals.

*Encino Podiatry Group*

Encino, CA

*Certified Medical Assistant*

4/06-9/06

Reception and back office, translating (English to Spanish) vital signs, assist with minor surgeries, sterilization of instruments, and patient assessment.



***AmeriCare Medical Group***  
***Certified Medical Assistant***

San Fernando, CA  
9/05-3/06

Reception and back office, translating (English to Spanish) vital signs, phlebotomy, sterilization of instruments, assist with exams, vaccinations, appointment scheduling, insurance billing, referrals and patient assessment.

***Laurel Medical Center***  
***Medical Assistant***

Pacoima, CA  
5/05-10/05

Externship as a medical assistant, assisted in translating, vital signs, scheduling appointments, typing, injections, performed routine laboratory test, assist with examination of patients.

**Education:** American Career College                      Los Angeles, CA  
National Certified Medical Assistant    July 2005  
Wenatchee Valley College AA degree                      Wenatchee, WA  
General Education Diploma, Associates in General Studies

**Certificates:** National Certified Medical Assistant  
Nursing Assistant Registered  
Phlebotomy  
CPR and First Aid

**Volunteer/Services:**

PTO volunteer for Orchard Middle School 8/2016 - present  
PTO volunteer for Columbia Elementary School 8/2017- present  
PACT for Migrant with Wenatchee School District 8/2018- present  
Parque Padrinos volunteer 8/2018 to present  
Pinnacles Board Member 10/2019 to present





# NEW CHARTER SCHOOL APPLICATION

## CHARTER SCHOOL BOARD MEMBER INFORMATION

### FORM

To be completed individually by each proposed charter school board member.  
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Washington State Charter School Commission (Commission) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold:

1. To give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and
2. To encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve

Pinnacles Prep

2. Full name

Flora Fernandez

Home Address

Business Name and Address

Phone Number

E-mail address



3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)

☒ - Resume and professional bio are attached.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

☒ - No have not served on a board

☐ Does not apply to me. ☐ Yes

5. Why do you wish to serve on the board of the proposed charter school?

I wish to serve on the board so I'm be able to provide feedback and give me opinion on proposed school.

6. What is your understanding of the appropriate role of a public charter school board member?

To be able to provide knowledge and time, and promote charter school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have not served in another board. I currently volunteer at two schools (my children's) in the PTO meetings and I'm also involved with a group called Parque Padrinos. I'm capable of making decisions and I'm a team leader. I'm able to join this board to make the right decisions for our community and focus on the need.

8. Describe the specific knowledge and experience that you would bring to the board.

I have lived in the community for the past 30 plus years, I have knowledge about the community, and involved with community events. I work in a community clinic. I'm bilingual and able to translate and understand the need.

## **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

To educate and provide the best knowledge to our children so they are able to graduate.

2. What is your understanding of the school's proposed educational program?

Teach and guide students to be able to succeed.

3. What do you believe to be the characteristics of a successful school?



To have effective school leadership.

4. How will you know that the school is succeeding (or not) in its mission?

To have communication on a regular basis on the school's progress and having monthly meetings.

## Governance

1. Describe the role that the board will play in the school's operation.

Help make decisions for the school and to be able to succeed.

2. How will you know if the school is successful at the end of the first year of operation?

Reviewing education scores, testing and funding.

3. How will you know at the end of four years if the school is successful?

Reviewing test scores, funding, focusing on the number of graduates of the school.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Having the funds, hiring professional teachers, and having student and family participation

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Speak directly to the person and contact the board and present in our meetings.

## Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

☒ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I / we do not know any such persons. ☐ Yes



4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☒ N/A. ☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

## Certification

I, Flora Fernandez\_\_\_\_\_, certify to the best of my knowledge and ability that the information I am providing to the Washington State Charter School Commission as a prospective board member for Pinnacles Prep Charter School is true and correct in every respect.



\_\_\_\_\_

Date \_\_\_\_\_



Jazmin Flora Fernandez was born in Colima, Mexico and raised in the United States since the age of one. She has worked as a National Certified Medical Assistant (NCMA) at Columbia Valley Community Health (CVCH) for eight years. She received her Associate degree from Wenatchee Valley College and received her NCMA certificate in Los Angeles, California. She has deep passion and respect for her current job at CVCH and believes she makes a difference in someone's life every day. She strongly believes that when you work as a team you are able to make a difference. When not making a difference in the workplace, she is a single parent of four children, ages 29, 19, 13, and 8, and a proud grandmother of two beautiful boys. Additionally, Flora is an active member of Parque Padrinos in South Wenatchee and volunteers at Columbia Elementary and Orchard Middle Schools. Passionate about education and the well being of young people in her community, she focuses her volunteer time serving Latino youth. She knows that our future depends on the youth and wants to make sure she's contributing to make a difference.





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## Education

**University of Illinois at Urbana-Champaign**  
*Doctorate of Philosophy, College of Education*  
Dissertation Title: The Role of Collaboration in  
Knowledge Production and Technology Transfer

**Urbana, IL**  
2008

**University of Colorado at Boulder**  
*Masters of Science, Chemistry*  
Concentration in bioorganic chemistry.

**Boulder, CO**  
1994

**University of Illinois at Urbana-Champaign**  
*Bachelor of Science, Biochemistry*

**Urbana, IL**  
1991

## Experience

**Wenatchee Valley College**  
**Vice President for Instruction**  
**Interim Vice President for Instruction**

**Wenatchee, WA**  
2019- Present  
2018-2019

Oversight for Instruction, Library, Elearning, and Information Technologies. WVC serves 7000 students per year (3200 FTE) with an operating budget of \$32 million. In addition to comprehensive associate's level programs in professional-technical and transfer, WVC offers two applied baccalaureates: Nursing and Engineering Technology.

### Key Accomplishments to Date

- New Program Development
  - Applied Baccalaureate in Teaching (implemented 2019)
  - Applied Baccalaureate in Data Analytics (implemented 2020)
  - Associates in Applied Science (Transfer) in Engineering Technology (implemented 2019)
  - Associates in Applied Science in Pharmacy Technician (implemented 2020)
- Successful NWCCU Year Seven Self-Study and Evaluation
- Simplification of Instructional Area Plan process to promote participation and program improvement.

**Tacoma Community College**  
**Executive Vice President for Academic and Student Affairs**

**Tacoma, WA**  
2013-August, 2018

Oversight of all academic and student services areas of the College including policy, planning, budget, curricula, accountability, and accreditation. Managed an annual budget of over \$30 million





in support of 29 associate degrees, 2 applied baccalaureates, 52 professional certificates and 72 programs of study, 137 full time faculty in four academic divisions, the Library, Organizational Learning and Effectiveness, eLearning, and corrections education. Provided policy support for Enrollment Services, Student Development, and Counseling and Advising through the Vice President for Student Services as a direct report. Supervised Information Technologies (2013-2016, 2017-2018).

#### **Key Accomplishments**

- Established partnership with Freedom Education Project Puget Sound to provide transfer education to incarcerated women in Washington, leading to pilot college status in Second Chance Pell.
- Established TCC's first applied baccalaureates - Health Information Management (2016) and Community Health (fall, 2018). Initiated applied baccalaureate for applied management (offered 2019).
- Led TCC's 2014-2018 Strategic Plan and Operational Plan process.
- Reestablished TCC's honors program and established TCC's distinction pathways in global engagement and sustainability.
- Realigned degree and program review process under faculty curriculum committee.
- Advocated successfully for TCC Board status with Community Colleges for International Development.
- Integrated Organizational Learning and Institutional Effectiveness through restructuring.
- Aligned business programs and unified TCC's writing program through restructuring.
- Established a STEM focused short term program with the Learnmark Horsens Gymnasium in Denmark, TCC's Sister City Strategy, and first faculty-led study abroad programs.

**Richland Community College**  
**Vice President of Student and Academic Services**

**Decatur, IL**  
**2010-2013**

Chief Academic and Student Services Officer with oversight of faculty, instruction, student services, institutional research, accreditation, and planning. In this role, I was responsible for an annual budget of over \$6 million in support of 80 associate degree and certificate programs of study, 79 full time faculty in four academic divisions, the Library, Institutional Effectiveness, eLearning, Enrollment and Advising Services, and Learning Support and College Readiness.

#### **Key Accomplishments**

- Established RCC's Transfer Academy, a campus based dual credit program aimed as allowing high school students from Richland's 13 districts to attend half-day and realized the Illinois Articulation Initiative General Education Courses Core (GECC) in the junior and senior year.
- Led RCC's Strategic Plan and Operational Plan process.
- Established RCC's Faculty Academy offering faculty led, faculty focused professional development programming for full and part time faculty.
- Integrated Learning Support and College Readiness through restructuring.
- Established a home grown Continuous Student Feedback system in consultation with the union and a faculty task force to improve the effectiveness of student feedback for improved instruction.



**University of Illinois at Urbana-Champaign**  
**College of Education**  
**Adjunct Assistant Professor of Education**  
**Assistant Professor of Education (*tenure track*)**

**Urbana, IL**  
*2011-present*  
*2008-2011*

Research, Teaching, and Service in areas of postsecondary teaching and learning, technology transfer, cross-sector collaboration, science and technology policy, community colleges, higher education accreditation.

**Key Accomplishments**

- Primary instructor of the Community College Teaching and Learning Advanced Certificate
- Service on dissertation committees/student advising
- Research in international professional development, organizational change, knowledge management, human resource development, career and technical education
- Served as invited faculty on a Collegewide task force to integrate three departments: Human Resource Development, Educational Policy Studies, and Higher Education into Education Policy Organizational and Leadership.

**Parkland College**

**Champaign, IL**

**Dean of Academic Services**

*2003- 2008*

Supervisory responsibility over

Library, Center for Academic Success, International Education

- Learning Communities
- Honors Program
- Phi Theta Kappa Academic Policy (Standards, Honesty, Exception)

Cooperative responsibility with

- Faculty load: review for contract fulfillment and anomalies, document exceptions, approve overload.
- Course and section management: Review course offerings, manage course minimums, approve courses offered below minimum.
- Curriculum development and review, academic assessment, enrollment management, and institutional initiatives- such as adult accelerated program, service learning, and initial development of hybrid courses.

**Key Accomplishments**

- Development of the Center for Academic Success
- Secured participation as one of five pilot colleges in the United States Department of State Community College Initiative

**Acting Director of International Education**

*2005-2006*

Supervisory responsibility over foreign languages, humanities, and intensive ESL; study abroad, international projects; faculty hiring, scheduling, and evaluation; representation and partnerships with international consortia and colleges. Designed and implement an institutional reorganization which included initial Board membership with Community Colleges for International Development and participation in the Community College Initiative.



## **Department of Natural Sciences**

*Chemistry Professor (with tenure)*

*1994- 2003*

Activities included teaching of general, introductory, and organic chemistry, curriculum assessment, coordination of part-time instructors in chemistry, and committee work. Coordinator of laboratory remodel.

*Assistant to the Chair of Natural Sciences*

*1997- 1999*

Activities included evaluation of part-time faculty, departmental course specs, catalog revisions, and other duties as required by the chair of the department.

### **Key Accomplishments**

- Developed and supervised integrated laboratory remodel for three chemistry laboratories.
- Developed and coordinated a team taught interdisciplinary course, Essentials of Forensic Science, grew to over 100 students in three semesters, meeting both general scientific literacy and criminal justice career program interests.
- Developed an online nonmajors chemistry class, Chemistry of Everyday Life.
- Developed the first online science class at Parkland College utilizing at home kitchen experiments.

## **Department of Distance and Virtual Learning**

*Project Manager, Online Resources for Classroom Activities*

*1999- 2001*

Manage a graphic designer and three programmers in the development of a customizable online workspace for faculty and staff using perl, javascript, and Java applications.

### **Honors and Distinctions**

Recognition of Teaching Excellence, Incomplete List of Teachers Ranked as Excellent by their Students, University of Illinois, 2009, 2010 (HRE 472, 501, 517).

Recognized as Community Colleges for International Development (CCID) Lifetime Personal Associate for "major contributions to CCID and its mission." 2008.

Honorary Member, Alpha Psi Eta, Parkland College Chapter, Phi Theta Kappa, 2006.

Robert M. Tomlinson Award for excellence in scholarship, research, and service. Department of Human Resource Education, College of Education, University of Illinois, 2004.

Community College Leadership Award, College of Education, University of Illinois, 2002.

Illinois Community College Trustees Association Outstanding Faculty Award, Parkland College, 2002.

General Chemistry Teaching Award, Dept. of Chemistry, University of Colorado, 1992.

Recognition of Teaching Excellence, University of Illinois, 1990 & 1991.



### Publications

- Treat, T. (2017). A Scholarship of Our Own. *Community College Journal of Research and Practice*, 41 (4-5), 323-325.
- Treat, T. (2016). Mentoring in International Professional Development Programs. In Raby, R. & Valeau, E. (Eds.) *International Education at Community Colleges: Themes, Practices and Case Studies*. Palgrave-McMillan. New York.
- Treat, T. (2013). Book Review. "Understanding psychological bonds between individuals and organizations: the coalescence model of organizational identification", *European Journal of Training and Development*, Vol. 37: 598 – 600.
- Treat, T., & Hartenstine, M. B. (2013). Strategic Partnerships in International Professional Development Programs. In Hagedorn, L., & Treat, T. (Eds). *Issues of Globalization in the 21<sup>st</sup> Century Community College. New Directions in the Community College*.
- Hagedorn, L., & Treat, T. (2013). Issue Editor: Issues of Globalization in the 21<sup>st</sup> Century Community College. *New Directions in the Community College*.
- Treat, T., & Barnard, T. (2012). Seeking legitimacy: The community college mission and the honors college. *Community College Journal of Research and Practice*. 36: 1-18.
- Treat, T. (2011). Issue Editor. Technology Management and the Community College. *New Directions in the Community College*. Issue 154, Summer 2011.
- Treat, T. (2011). 4Bs or not 4Bs: Bricks, Bytes, Brains, and Bandwidth. In Treat, T. (Ed.). *Technology Management in the Community College. New Directions in the Community College*. 154, 5-15.
- Treat, T. (2010). Evaluating Learning Outcomes in an International Professional Development Program. *Community College Journal of Research and Practice*. 34(1): 111-135.
- Benson A. D., Johnson, S. D., Taylor, G. D., Treat, T. E., Duncan, J., & Shinkareva, O. N. (2008). Community College Participation in Distance Learning for Career and Technical Education. *Community College Journal of Research & Practice*, 32(9), 665-687.
- Benson A. D., Johnson, S. D., Taylor, G. D., Treat, T. E., Duncan, J., & Shinkareva, O. N. (2005). Achievement in online and campus-based career and technical education (CTE) courses. *Community College Journal of Research & Practice*, 29(5), 369-394.
- Johnson, S. D., Benson A. D., Treat, T. E., Duncan, J., Shinkareva, O. N., & Taylor, G. D. (2004). Internet-Based Learning in Postsecondary Career and Technical Education. *Journal of Vocational Education Research* 29(2). Published online at <http://scholar.lib.vt.edu/ejournals/JVER/v29n2/johnson.html> .
- Johnson, S. D., Benson A. D., Treat, T. E., Duncan, J., Shinkareva, O. N., & Taylor, G. D. (2004). Distance Learning in Postsecondary Career and Technical Education: A comparative study of campus-based and online courses, a research project funded by the National Research Center for Career and Technical Education (NRCCTE). Published online at [http://www.nccte.org/publications/infosynthesis/r&dreport/DistLrng5\\_Benson/DistLrng5\\_Benson.html](http://www.nccte.org/publications/infosynthesis/r&dreport/DistLrng5_Benson/DistLrng5_Benson.html) .
- Johnson, S. D., Benson A. D., Treat, T. E., Duncan, J., Shinkareva, O. N., & Taylor, G. D. (2004). Teaching skills based courses at a distance. *Community College Journal*. 75(2): 9-13.
- Johnson, S. D., Benson A. D., Treat, T. E., Duncan, J., Shinkareva, O. N., & Taylor, G. D. (2003). Distance Learning in Postsecondary Career and Technical Education: A national survey of community colleges, a research project funded by the National Research Center for Career and Technical Education (NRCCTE). Published in the ASHE Reader on Community Colleges (2005). Bragg, D. (Ed)



Treat, T., Henry, M., & Kristovich, S. (2004). Knowledge management and the learning college. *Community College Journal*. 75(2): 42-47.

Harris, Z., Rouseff-Baker, F. and Treat, T. (2002). Faculty Learners Create a Learning College. *Community College Journal*. 72 (5): 29-31.

### **Teaching Experience (\*developed)**

#### *Graduate – University of Illinois*

The Community College  
(Community College Teaching and  
Learning –CCTL, Online EdD (2018)).  
Assessing Learning Outcomes  
(CCTL)  
Program Development (CCTL)

Design of Learning Systems (HRD &  
eLearning Programs)  
Learning Technologies (CCTL/HRD)  
Technology Transfer (HRD at UIUC  
and MBA Lublin, Poland)  
Innovations in e-Learning\*

#### *Undergraduate – Parkland College and University of Colorado*

Essentials of Forensic Science\*  
Chemistry of Everyday Life\*  
General Chemistry I & II

Organic Chemistry I & II  
Introduction to Liberal Arts and  
Sciences

### **Professional Activities**

#### **Accreditation**

- Accreditation Reviewer -Northwest Commission for Colleges and Universities, 2016-present
- Accreditation Reviewer -Higher Learning Commission (North Central Association Accreditation), 2008-present

#### **Advisory Boards**

- Tacoma Technology Hub, 2015-2018.
- Center for International Business Education Research (CIBER), 2007- 2010.
- Illinois Innovation Talent Program, Illinois Department of Commerce and Economic Opportunity, 2008.

#### **Consultancies**

- External Evaluator, Title VIB Comprehensive Internationalization, Madison College, Madison, Wisconsin, 2016-2018.
- Reviewer, Agriculture Center of Excellence, State Board of Community and Technical Colleges, Walla Walla Community College, 2018.
- Reviewer, Allied Health Center of Excellence, State Board of Community and Technical Colleges, Yakima Valley Community College, 2015.
- Reviewer, Center of Excellence for Homeland Security and Emergency Management, Pierce College, 2014.
- External Evaluator, Community College Faculty and Administrator Program with Indonesia, USAID Grant awarded to Highline Community College, 2011. *Renewed 2012.*



- Consultant, Comprehensive Internationalization, Community Colleges for International Development, 2011-2012.
- Quality Review Team, International Education, Harper College, Palatine, IL, 2011-2012.
- External Evaluator, Community College Faculty and Administrator Program with Indonesia, USAID Grant awarded to Highline Community College, 2011-2012.
- Quality Review Team, Global Education and Training Center, Waukesha County Technical College, Pewaukee, WI, 2011.
- External Evaluator, Egyptian Technical College Community College Initiative. Community Colleges for International Development. 2008- 2009. *Renewed 2009-2010*.
- External Evaluator, Motorola Innovation Project, Illinois Math and Science Academy, 2009.
- External Evaluator, Innovation Talent, Illinois Math and Science Academy, 2008.

### **Select Presentations**

- President's Panel Courageous Conversations, Council for the Study of Community Colleges, Plano, Texas, April, 2016.
- Using OERs in Development Education--Two Case Studies. American Association for Community Colleges, Chicago, IL. With David Wright, Allison Muir, Daniel Corr, and Donna Slaughter. April, 2016.
- Strategic partnerships in international development. Council for the Study of Community Colleges, San Francisco, CA, April, 2013.
- A System of Comprehensive Internationalization. Community Colleges for International Development Summer Advance. Milwaukee, WI, July, 2012.
- Initiating an early college charter school: Politics, pitfalls, and promise. Council for the Study of Community Colleges, Orlando, FL. April, 2012.
- Clean Energy Education Initiative (w/ John Abelson). Illinois Green Economy Network Summer Retreat, Bloomington, IL. June, 2011.
- Mentoring in international professional development. Council for the Study of Community Colleges, New Orleans, LA. April, 2011.
- Process, proximity, and collaboration: industry ties to vocational education and workforce development. Invited Keynote. International Seminar on Vocational Education and Training. Yogyakarta State University, Yogyakarta, Indonesia, May, 2010.
- Collaboration and economic development in rural districts: A case of wind energy. Council for the Study of Community Colleges, Seattle, WA, April, 2010.
- CCSSE Workshop for the Learning College Summit (w/ Arleen Arnsbarger, MetLife Education Consultant). League of Innovations' Learning College Summit, Oak Brook, Illinois, June, 2005.
- Issues in Online Learning. Illinois Online Network, Virtual Guest Lecture, Fall, 2001, Available at <http://www.ion.uillinois.edu/courses/instructors/guestlectures/ttreat/index.asp>
- Classroom Technology Assessment and Research: Exploring Technology as a Learning Tool. National Research Council Technology Roundtable, *Invited Paper* (with Lisa Hinchliffe, Reference Librarian), Washington, D.C., May, 1997.

### **Committee Work**

#### **Statewide Committees**

- Critical Issues Equity Work Group, WACTC (President's Council) Critical Issues Committee, State Board of Community and Technical Colleges, State of Washington, 2017-Present.



- Enrollment Management Task Force, State Board of Community and Technical Colleges, State of Washington, 2017-2019.
- Guided Pathways Steering Committee, State Board of Community and Technical Colleges, State of Washington, 2016-2018.
- Instruction Commission (Chief Academic Officers), State Board of Community and Technical Colleges, State of Washington, 2013-present (Vice Chair, 2016-2017, Chair, 2017-2018).
- Data Governance Committee, State Board of Community and Technical Colleges, State of Washington, 2015-present.
- Chief Academic Officer Representative, Illinois Articulation Initiative General Education Physical and Life Sciences Panel, 2011-2013.
- Illinois Community College Chief Student Services Officers, 2010-2013.
- Illinois Community College Chief Academic Officers, 2010-2013.
- Illinois Board of Higher Education Faculty Advisory Council, August, 2001-2004 (Budget Committee Chair, Public Policy Committee).

### **College Committees**

#### **Wenatchee Valley College**

- |                                              |              |
|----------------------------------------------|--------------|
| • Instruction Council (co-chair)             | 2018-present |
| • Dean Team/Instruction Team (chair)         | 2018-present |
| • President's Cabinet                        | 2018-present |
| • Educational Achievement Core Theme Council | 2018-present |
| • Shared Space Meeting (co-chair)            | 2018-present |

#### **Tacoma Community College**

- |                                                 |           |
|-------------------------------------------------|-----------|
| • Instructional Council (co-chair)              | 2013-2018 |
| • Student and Academic Services Team (co-chair) | 2013-2018 |
| • Executive Team/President's Cabinet            | 2013-2018 |
| • College Council                               | 2013-2015 |
| • Knowledge Management Team                     | 2013-2018 |

#### **Richland Community College**

- |                                     |           |
|-------------------------------------|-----------|
| • President's Cabinet               | 2010-2013 |
| • Quality Council                   | 2010-2013 |
| • Institutional Effectiveness Group | 2010-2013 |
| • Academic Standards Committee      | 2010-2013 |

#### **University of Illinois**

- |                                        |           |
|----------------------------------------|-----------|
| • Conflict of Interest Committee       | 2009-2010 |
| • Graduate Awards Committee            | 2008-2010 |
| • Advancement Communications Committee | 2008-2010 |

#### **Parkland College**

- |                                              |            |
|----------------------------------------------|------------|
| • Executive Team                             | 2003- 2008 |
| • Enrollment Management Team                 | 2003- 2008 |
| • Curriculum Committee ( <i>ex officio</i> ) | 2003- 2008 |
| • College Council                            | 2003- 2008 |



- Department Chair Council 2003- 2008
- Academic Assessment Committee (*ex officio*) 2003- 2008
- PAE Salary Negotiating Committee 1998- 2003
- College Retention Committee 2000- 2001
- College Planning Committee 1999- 2001
- Professional Development Committee 1997- 1999

### **Task Forces/Ad Hoc Committees**

#### Tacoma Community College

- Tenure Handbook Review Task Force (co-chair) 2014

#### Richland Community College

- Completer's Task Force (chair) 2011-2013
- Knowledge Management Continuous Improvement Team 2011
- Early College Charter School Feasibility Team (leader) 2010-2011

#### University of Illinois

- Clean Energy Education Initiative, Graduate College 2011-2013
- Access and Equal Opportunity Representative, HRE 2009-2010
- EOL, EPS, HRE Synergy Task Force 2008-2010

#### Parkland College

- Honors College Task Force (chair) 2006
- Committee on Alternative Delivery/Peer Review 1998- 2003

### **Faculty Leadership Positions**

- PCA Senate President, January, 2001- January, 2002.
- Chemistry Department Council Representative, August, 1999- October, 2002.
- PCA Senate Vice President, January, 2000- December, 2000.
- Assistant to the Chair, Dept. of Natural Sciences, March, 1997- May, 1999.
- Parkland College Professional Development Committee Chair, January, 1998-January, 1999.

### **Community Service**

- Board of Directors, Pinnacle Prep Charter School, Wenatchee, WA. 2019-present.
- Board of Directors, Greater MetroParks Foundation, Tacoma, WA. 2017-2018.
- Guest Lecturer, University of Illinois' Organizational Change graduate course, annually since 2011.
- Volunteer Soccer Coach, Tacoma MetroParks/Boys and Girls Clubs/Tacoma Public Schools, 2016
- Board of Directors, Children's Museum of Illinois, Decatur, Illinois, 2012- 2013.
- Invited Alumni Keynote. St. Joseph Chamber of Commerce Annual Banquet. St. Joseph, Illinois. April 21, 2011.
- Volunteer Teacher, Science Day, Lincoln Trail Elementary School, November 12, 2010.
- Volunteer Soccer Coach, Mahomet Recreation, 2004-2008, 2010.



- Invited Student Representative, Search Process for Dean of College of Education, University of Illinois, 2006.
- Emerging Community Leader Program, United Way of Champaign County, 2006.
- Prosperity Team Leader, Big.small.all- Champaign County Visioning Process, 2006.
- Volunteer Football Coach, YMCA, 2003
- President, Board of Directors, Cooperative Nursery School, 2002-2004.
- Citizen's Advisory Committee, Champaign County Forest Preserve District, 1999-2000.
- Board of Trustees, Community Recycling Center, 1998-1999.





# NEW CHARTER SCHOOL APPLICATION

## CHARTER SCHOOL BOARD MEMBER INFORMATION FORM

To be completed individually by each proposed charter school board member.  
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Washington State Charter School Commission (Commission) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold:

1. To give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and
2. To encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve

Pinnacles Prep

2. Full name

Tod Treat

Home Address

[REDACTED]

Wenatchee Valley College, 1300 Fifth St. Wenatchee, WA

Business Name and Address

98801

Phone Number

[REDACTED]

E-mail address

[REDACTED]



3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)  
☒ Resume and professional bio are attached.
  
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  
☐ Does not apply to me. ☒ Yes
  - Community Recycling Center (Champaign, IL)
  - Cooperative Nursery School (Urbana, IL)
  - Greater MetroParks Foundation Board (Tacoma, WA)
  
5. Why do you wish to serve on the board of the proposed charter school?  
 Advance equitable learning outcomes in the greater Wenatchee Valley region.
  
6. What is your understanding of the appropriate role of a public charter school board member?
  - **Hiring, evaluation, and review of CEO**
  - **Approval of policies and procedures**
  - **Approval and review of the budget**
  - **Setting of priority metrics/institutional outcomes**
  
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
  - Experience as a higher education administrator.
  - K-12 Partnerships
  
8. Describe the specific knowledge and experience that you would bring to the board.  
 Governance, assessment, budget, teacher evaluation.

## School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
 Cultivate curious, confident, self-directed graduates prepared for career and college.
  
2. What is your understanding of the school's proposed educational program?  
 Comprehensive cognitive, socio-emotional learning.
  
3. What do you believe to be the characteristics of a successful school?  
 Community support; enthusiastic, culturally responsive faculty and staff; dedicated leadership,



data informed decision making.

4. How will you know that the school is succeeding (or not) in its mission?  
Institutional level student performance data disaggregated by race, SES, and gender. College going rate.

## Governance

1. Describe the role that the board will play in the school's operation.  
Policy governance not daily operations.
2. How will you know if the school is successful at the end of the first year of operation?  
Performance metrics set by Board and Charter Commission Standards.
3. How will you know at the end of four years if the school is successful?  
Performance metrics set by Board and Charter Commission Standards.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
Biannual review by the Principal and Board to identify gaps. Allocation of resources and action plans to address gaps.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
Ethical behavior is paramount for educational institutions, particularly a new charter school. Ethics laws (duty to report, sunshine laws, etc) govern Board behavior. As a Board member, I'd ensure ethical behavior of self and colleagues.

## Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
☒ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an



entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☒ N/A. ☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☒ N/A. I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐X Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes



## Certification

I, \_\_\_\_\_ Tod Treat \_\_\_\_\_, certify to the best of my knowledge and ability that the information I am providing to the Washington State Charter School Commission as a prospective board member for \_\_\_\_\_ Pinnacles Prep \_\_\_\_\_ Charter School is true and correct in every respect.

\_\_\_\_\_  
Signature



\_\_\_\_\_  
Date



## **Dr. Tod Treat, Board Member**

Dr. Tod Treat has spent the last 26 years working toward completion with quality and equity by building great teams and working with community and educational partners. Before beginning service as WVC's Vice President for Instruction at Wenatchee Valley College in 2018, Tod served as Executive Vice President for Academic and Student Affairs at Tacoma Community College (2013 to 2018). Tod also served as Vice President for Student and Academic Services at Richland Community College (2010 to 2013), and as a Dean of Academic Services at Parkland College (2003-2008). Each of his successful experiences in these leadership positions has required skills in educational planning, financial management, human resource management, and community relations. Chief accomplishments include guided pathways implementation (TCC); applied baccalaureates in health information management (TCC), community health (TCC), teaching (WVC), and data analytics (WVC); strengthening WVC's partnership with the Confederated Tribes of the Colville (WVC), and the Richland Transfer Academy (RCC).

Dr. Treat began working at Parkland College in 1994 as a Chemistry professor, teaching general and organic chemistry. He developed the first online laboratory based course at Parkland, as well as a team taught interdisciplinary course, Essentials of Forensic Science. After completing his PhD in Human Resource Development, Dr. Treat served as Assistant Professor in Workforce Development and lead faculty in the Community College Teaching and Learning Master's Program at the University of Illinois. Dr. Treat has focused on collaborative work with Community Colleges for International Development in the areas of organizational development for comprehensive internationalization, evaluation work related to international professional development and strategic partnerships, and conceptual work on linking institutional development to student international workforce readiness. He is the coauthor of CCID's Framework for Comprehensive Internationalization.

A native of St. Joseph, Illinois, Dr. Treat earned a doctorate in Human Resource Education from the University of Illinois. He holds a Master's degree in Chemistry from the University of Colorado and a Bachelor's degree in Biochemistry from the University of Illinois.





# PINNACLES PREP

**PINNACLES PREP**

**Section 15: Attachment 15**

**Contents:**

- Signed Initial Background Check Certification





## NEW CHARTER SCHOOL APPLICATION INITIAL BACKGROUND CHECK CERTIFICATION

As the duly authorized representative of Pinnacles Prep, I certify that the background check verification process has been initiated for each board member and school leader and will be completed within the timetables set forth in the Sample Contract: Attachment 1 Pre-Opening Process and Conditions.

I also acknowledge that this is an ongoing obligation and if there is a change in board membership or school leadership the background check verification process must be immediately initiated to ensure compliance with our obligations as a charter public school applicant.

Signed and dated this 27th day of November 2019 in Wenatchee, Washington, under penalty of perjury.

Pinnacles Prep

NAME OF SCHOOL

SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE

DATE

11-27-19

Rick Wray, Board President

NAME OF DULY AUTHORIZED REPRESENTATIVE





# PINNACLES PREP

## PINNACLES PREP

### Section 15: Attachment 16

#### Contents:

- Pinnacles Prep Board Code of Ethics Policy
- Pinnacles Prep Conflict of Interest Policy
- Pinnacles Prep Board of Trustees Job Description
- Board Member Expectations and Agreement
- Sample Online Dashboard Portal
- Sample Board Goals Tracker Tool





## **PINNACLES PREP CODE OF ETHICS POLICY**

The Pinnacles Prep Board of Trustees recognize that clearly articulated standards of conduct serve to increase the effectiveness of the school and the school's standing in the community. Actions based on an ethical code of conduct promote public confidence and the attainment of the school's academic, operational, and financial goals. Therefore, every board and committee member, employee, and volunteer of Pinnacles Prep, whether paid or unpaid, shall receive a copy of and adhere to the following code of ethical conduct.

### **1. Personal and Professional Integrity**

Pinnacles Prep (the "School") is a workplace where all staff and board members of the School act with honesty, integrity, and transparency in all their dealings as representatives of the School. The School promotes a working environment that values respect, fairness, and integrity.

### **2. Mission**

The School has a clearly stated mission and vision, which has been approved by the board of trustees, in pursuit of the public good. The School's mission is to cultivate curious, confident, and self-directed students that lead and succeed in college, career, and their communities. All of its programs support that mission, and all of those who work for or on behalf of the School should understand and be loyal to that mission and purpose. The mission has been informed by the local community and may evolve over time as the community it serves evolves.

### **3. Governance**

The School has an active governing body that is responsible for setting the mission and strategic direction of the School and overseeing the finances, operation, and policies of the School.

The governing body:

- Ensures that its board members have the requisite skills and experience to carry out their duties and that all board members understand and fulfill their governance duties and are acting for the benefit of the School and its public purpose;
- Has a conflict of interest policy that ensures that any conflicts of interest or the appearance thereof are avoided or appropriately managed through disclosure, recusal, or other means;
- Is responsible for the hiring, firing, and regular review of the performance of its top-level employee and ensures that the compensation of the top-level employee is reasonable and appropriate;
- Ensures that its employees provide the governing body with timely and comprehensive information so that the governing body can effectively carry out its duties;
- Ensures that the School conducts all transactions and dealings with integrity and



- honesty;
- Ensures that the School promotes working relationships with board members, staff, and program beneficiaries that are based on mutual respect, fairness and openness;
- Ensures that the School is fair and inclusive in its hiring and promotion policies and practices for all board and staff positions;
- Ensures that policies of the School are in writing, clearly articulated, and officially adopted;
- Ensures that the resources of the School are responsibly and prudently managed; and
- Ensures that the School has the capacity to carry out its programs effectively.

#### **4. Legal and Ethical Compliance**

The School strives to be knowledgeable of and comply with all applicable local, state, and federal laws, statutes, and regulations. Any known legal or ethical conduct breeches will be addressed thoroughly and promptly and any known violators may be fined, suspended, or removed from office or employment based on provisions of the law.

#### **5. Responsible Stewardship**

The School manages its funds responsibly and prudently. This should include the following considerations:

- The School should spend a reasonable percentage of its annual budget on programs that enable it to pursue its mission;
- The School should spend an adequate amount on administrative expenses to ensure effective accounting systems, internal controls, competent staff, and other expenditures critical to professional management;
- The School should compensate staff, and any others who may receive compensation, reasonably and appropriately;
- The School should ensure that all spending practices and policies are fair, reasonable, and appropriate to fulfill the mission of the School; and
- All financial reports should be factually accurate and complete in all material respects.

By signing below, I acknowledge that I have received and read the Pinnacles Prep Code of Ethics policy and agree to abide by the conditions laid out within.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



## **Conflict of Interest Statement for Board Members of Pinnacles Prep Charter School**

No board member or board committee member, or any member of his/her family should accept any gift, entertainment, service, loan, or promise of future benefits from any person who either personally or whose employees might benefit or appear to benefit from such board or committee member's connection with Pinnacles Prep, unless the facts of such benefit, gift, service, or loan are disclosed in good faith and are authorized by the board. Board and committee members are expected to work out for themselves the most gracious method of declining gifts, entertainment, and benefits that do not meet this standard.

No board or committee members should perform, for any personal gain, services to any Pinnacles Prep supplier of goods or services, as employee, consultant, or in any other capacity which promises compensation of any kind, unless the fact of such transaction or contracts are disclosed in good faith, and the board or committee authorizes such a transaction. Similar association by a family member of the board or committee member or by any other close relative may be inappropriate.

No board or committee member or any member of his/her family should have any beneficial interest in, or substantial obligation to any Pinnacles Prep supplier of goods or services or any other organization that is engaged in doing business with or serving Pinnacles Prep unless it has been determined by the board, on the basis of full disclosure of facts, that such interest does not give rise to a conflict of interest.

This policy statement is not intended to apply to gifts and/or similar entertainment of nominal value that clearly are in keeping with good business ethics and do not obligate the recipient.

Any matter of question or interpretation that arises relating to this policy should be referred to the Board Chair for decision and/or for referral to the Board of Trustees for decision, where appropriate.

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I have received, read and understand fully the Conflict of Interest Statement and will comply with the statement by bringing any potential conflict of interest situations to the board for consideration.

---

Date

---

Signature



# Pinnacles Prep Board Trustee Job Description

## General Responsibilities

As a board member, you are responsible for ensuring that the academic program of Pinnacles Prep Charter School is successful; that the organization's program and operations are faithful to the terms of its charter; and that Pinnacles Prep is a viable organization.

## Specific Responsibilities

1. **Determine the mission and purpose of Pinnacles Prep and keep it clearly in focus<sup>1</sup>**
  - Create and periodically review the mission statement, which:
    - a. Serves as a guide to organizational planning, board and staff decision-making, volunteer initiatives, and setting priorities among competing demands for scarce resources.
    - b. Is used as the vehicle for assessing program activities to ensure that the organization is not drifting away from its original purposes.
  - Understand and support the mission statement.
2. **Select the Principal (CEO)<sup>2</sup>**
  - Reach consensus on the CEO's job description.
  - Undertake a careful search process to find the most qualified individual.
  - Oversee and approve contract negotiation and renewal.
3. **Support and review the performance of the CEO**
  - Provide frequent and constructive feedback.
  - Assist when board members overstep prerogatives or misunderstand their roles.
  - Compliment for exceptional accomplishments.
  - Provide for an annual written performance review, with a process agreed upon with the CEO well in advance.
4. **Ensure effective organizational planning**
  - Approve an annual organizational plan that includes concrete, measurable goals consistent with the charter and accountability plan.
5. **Ensure adequate resources**
  - Approve fundraising targets and goals.
  - Assist in carrying out the development plan.
  - Make an annual gift at a level that is personally meaningful.
6. **Manage resources effectively**
  - Approve the annual budget.
  - Monitor budget implementation through periodic financial reports.
  - Approve accounting and personnel policies.
  - Provide for an independent annual audit by a qualified CPA.
  - Ensure the full board has the proper training to be effective stewards of public funding.
  - Ensure adequate insurance is in force to cover students, staff, visitors, the board and the assets of the school.

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<sup>1</sup> Note the 10 titles in this description come from the BoardSource "Top Ten Responsibilities of a Nonprofit Board and have been adapted to the charter school context.

<sup>2</sup> Note about terminology—BoardOnTrack uses the term CEO to denote the person at the very top of the org chart. In some schools this is called the Principal, in others the Director, in larger organizations it may be the Executive Director or the CEO—when we use the term CEO we are referring to the person who directly reports to the board.



7. **Determine, monitor and strengthen the programs and services**
  - Assure programs and services are consistent with the mission and the charter.
  - Approve measurable organizational outcomes.
  - Approve annual, attainable board and management level goals.
  - Monitor progress in achieving the outcomes and goals.
  - Assess the quality of the program and services.
8. **Enhance Pinnacle Prep's public standing**
  - Serve as ambassadors, advocates and community representatives of the organization.
  - Ensure that no board member represents her/himself as speaking on behalf of the board unless specifically authorized to do so.
  - Provide for a written annual report and public presentation that details Pinnacle Prep's mission, programs, financial condition, and progress made towards charter promises.
  - Approve goals of an annual public relations program.
9. **Ensure legal and ethical integrity and maintain accountability**
  - Establish policies to guide the organization's board members and staff.
  - Develop and maintain adequate personnel policies and procedures (including grievance mechanisms).
  - Adhere to the provisions of the organization's bylaws and articles of incorporation.
  - Adhere to local, state and federal laws and regulations that apply to the organization.
  - Ensure compliance with all federal state and local government regulations.
10. **Recruit and orient new board members and assess board performance**
  - Define board membership needs in terms of skill, experience and diversity.
  - Cultivate, check the credentials of, and recruit prospective nominees.
  - Provide for new board member orientation.
  - Conduct an annual evaluation of the full board and individual trustees.



# Pinnacles Prep Charter School

## Individual Trustee Performance Expectations

### General Responsibilities

Each trustee is responsible for actively participating in the work of Pinnacles Prep Charter School's Board of Trustees and the life of the organization. Each trustee is expected to affirm and strive to fulfill the performance expectations outlined below. These expectations are to be clearly articulated prior to nominating any candidate as a board member. The Pinnacles Prep Charter School Board will nominate the candidate only after s/he has agreed to fulfill these expectations. In addition to the responsibilities below, individual trustees are expected to help each other fulfill the tasks outlined in the collective Job Description of the Board of Trustees.

### Specific Responsibilities

1. Believe in and be an active advocate and ambassador for the values, mission, and vision of Pinnacles Prep.
2. Work with fellow board members to fulfill the obligations of board membership.
3. Behave in ways that clearly contribute to the effective operations of the Board of Trustees:
  - Focus on the good of the organization and group, not on a personal agenda
  - Support board decisions once they are made
  - Participate in an honest appraisal of one's own performance and that of the board
  - Build awareness of and vigilance towards governance matters rather than management.
4. Regularly attend board and committee meetings. Prepare for these meetings by reviewing materials and bringing the materials to meetings. If unable to attend, notify the board or committee chair. Be aware of, and abide by, the board's attendance policy.
5. Be prepared to contribute approximately 6-8 hours per month toward board service, which includes:
  - Attending a monthly board meeting (2 hours)
  - Participating on a board committee (2 hours)
  - Reading materials, preparing for meetings (.5 hour)
  - Attending events at the school, assisting with fundraising and other ambassadorial tasks as needed (1-2 hours)
6. Remain informed about the organization and its issues by reviewing materials, participating in discussions, and asking strategic questions.
7. Actively participate in one or more fundraising event(s) annually.
8. Use personal and professional contacts and expertise for the benefit of Pinnacles Prep.
9. Serve as a committee or task force chair or member.
10. Give an annual financial contribution and support capital campaigns at a level that is personally meaningful.
11. Inform the Board of Trustees of Pinnacles Prep of any potential conflicts of interest, whether real or perceived, and abide by the decision of the board related to the situation.



# Board Member Agreement

3

## Pinnacles Prep Charter School Board of Trustees

I, \_\_\_\_\_ understand that as a member of the Board of Trustees of Pinnacles Prep Charter School I have a legal and moral responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward.

I have read, understand and am willing to comply with the Board of Trustees Job Description and the Individual Performance Expectations that outline my responsibilities to the Board.

If I ever find myself in a situation where I am unable to fulfill these expectations, I will resign from the Board.

In turn, the organization will be responsible to me in several ways:

1. I will be sent, without request, monthly financial statements and an update of organizational activities that allow me to meet the "prudent person" section of the law.
2. The organization will help me perform my duties by keeping me informed about issues in the industry and field in which we are working, and by offering me opportunities for professional development as a board member.
3. Board members and the Principal will respond in a straightforward fashion to questions I have that are necessary to carry out my board and committee-related responsibilities to this organization.
4. Board members and the Principal will work in good faith with me towards achievement of our goals.
5. If the organization does not fulfill its commitments to me, I can call on the board Chair and Principal to discuss these responsibilities.

\_\_\_\_\_  
Member, Board of Trustees

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chair, Board of Trustees

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

<sup>3</sup> Adapted from Board Cafe, Vol. 5, No. 3, March 28, 2001





Welcome to the BoardOnTrack Public Portal for "Ceiba College Preparatory Academy".  
Here you will find our published agendas and minutes. Just click on "Meetings" on the left to view the meetings we have published agendas and minutes for.

Thank you,  
Ceiba College Prep Board of Directors



|   | A                                                                                 | B                                                                    | C              | D             | E                         |
|---|-----------------------------------------------------------------------------------|----------------------------------------------------------------------|----------------|---------------|---------------------------|
| 1 |  |                                                                      |                |               |                           |
| 2 | PINNACLES PREP                                                                    |                                                                      |                |               |                           |
| 3 | <b>State of the School Report – Monthly</b>                                       |                                                                      |                |               |                           |
| 4 | <b>OVERVIEW- INFORMATIONAL</b>                                                    | <b>Grade 6</b>                                                       | <b>Grade 7</b> |               |                           |
| 5 | American Indian/ Alaskan Native                                                   |                                                                      |                |               |                           |
| 6 | Asian                                                                             |                                                                      |                |               |                           |
| 7 | Black/ African American                                                           |                                                                      |                |               |                           |
| 8 | Hispanic/ Latino of any race(s)                                                   |                                                                      |                |               |                           |
| 9 | Native Hawaiian/ Other Pacific Islander                                           |                                                                      |                |               |                           |
| 0 | Two or More Races                                                                 |                                                                      |                |               |                           |
| 1 | White                                                                             |                                                                      |                |               |                           |
| 2 | Female                                                                            |                                                                      |                |               |                           |
| 3 | Male                                                                              |                                                                      |                |               |                           |
| 4 | English Language Learners                                                         |                                                                      |                |               |                           |
| 5 | Homeless                                                                          |                                                                      |                |               |                           |
| 6 | Low Income                                                                        |                                                                      |                |               |                           |
| 7 | Military Parent                                                                   |                                                                      |                |               |                           |
| 8 | Mobile                                                                            |                                                                      |                |               |                           |
| 9 | Section 504                                                                       |                                                                      |                |               |                           |
| 0 | Students with Disabilities                                                        |                                                                      |                |               |                           |
| 1 | Budgeted Enrollment                                                               |                                                                      |                |               |                           |
| 2 | Fully Enrolled                                                                    |                                                                      |                |               |                           |
| 3 | Applications Collected to Date                                                    |                                                                      |                |               |                           |
| 4 | In Progress (verbally confirmed)                                                  |                                                                      |                |               |                           |
| 5 | <b>FINANCIAL - Use FPF to complete "status"</b>                                   |                                                                      |                |               |                           |
| 6 | <b>INDICATOR</b>                                                                  | <b>MEASURE</b>                                                       | <b>GOAL</b>    | <b>STATUS</b> | <b>PROGRESS INDICATOR</b> |
| 7 | <b>1. Near-Term</b>                                                               | 1.a. Current Ratio                                                   | Meet Standard  |               |                           |
| 8 |                                                                                   | 1.b. Unrestricted Days Cash                                          | Meet Standard  |               |                           |
| 9 |                                                                                   | 1.c. Debt Default                                                    | Meet Standard  |               |                           |
| 0 | <b>2. Sustainability</b>                                                          | 2.a. Total Margin                                                    | Meet Standard  |               |                           |
| 1 |                                                                                   | 2.b. Debt to Asset Ratio                                             | Meet Standard  |               |                           |
| 2 |                                                                                   | 2.c. Cash Flow                                                       | Meet Standard  |               |                           |
| 3 | <b>3. Informational Only (See Row 22)</b>                                         | Enrollment Variance                                                  | Meet Standard  |               |                           |
| 4 | <b>ACADEMIC *Disaggregate by grade when data is collected.</b>                    |                                                                      |                |               |                           |
| 5 | <b>INDICATOR</b>                                                                  | <b>MEASURE</b>                                                       | <b>GOAL</b>    | <b>STATUS</b> | <b>PROGRESS INDICATOR</b> |
| 6 | <b>1. State Accountability</b>                                                    | 1a. WA School Improvement Framework                                  |                |               |                           |
| 7 |                                                                                   | 1a.1. All Students Framework Score                                   | Meet Standard  |               |                           |
| 8 |                                                                                   | 1a.2. Subgroup Framework Score                                       | Meet Standard  |               |                           |
| 9 | <b>2. Geographic Comparisons</b>                                                  | 2a.1. Proficiency comparison to district (ELA/Math/Science)          | Meet Standard  |               |                           |
| 0 |                                                                                   | 2a.2. Subgroup proficiency comparison to district (ELA/Math/Science) | Meet Standard  |               |                           |
| 1 |                                                                                   | 2b.1. All students growth comparison to district                     | Meet Standard  |               |                           |
| 2 |                                                                                   | 2b.2. Subgroup growth comparison to district                         | Meet Standard  |               |                           |
| 3 |                                                                                   | 2c.1. Graduation rate comparison to district                         | Meet Standard  |               |                           |
| 4 |                                                                                   | 2c.2. Graduation rate subgroup comparison to                         | Meet Standard  |               |                           |
| 5 |                                                                                   | 2d.1. EL Progress                                                    | Meet Standard  |               |                           |
| 6 |                                                                                   | 2d.2. Subgroup EL Progress                                           | Meet Standard  |               |                           |
| 7 |                                                                                   | 2e.1. Regular Attendance                                             | Meet Standard  |               |                           |
| 8 |                                                                                   | 2e.2. Subgroup Regular Attendance                                    | Meet Standard  |               |                           |
| 9 |                                                                                   | 2g.1. Dual Credit                                                    | Meet Standard  |               |                           |
| 0 |                                                                                   | 2g.2. Subgroup Dual Credit                                           | Meet Standard  |               |                           |
| 1 | <b>3. Comparison to Schools Serving Similar</b>                                   | 3a. Proficiency comparison to schools serving                        | Meet Standard  |               |                           |
| 2 |                                                                                   | 3b. Graduation rate comparison to schools serving                    | Meet Standard  |               |                           |
| 3 | <b>4. School-Specific- COMMISSION</b>                                             | 4a.1.                                                                |                |               |                           |
| 3 | <b>Goals</b>                                                                      |                                                                      |                |               |                           |





# PINNACLES PREP

## PINNACLES PREP

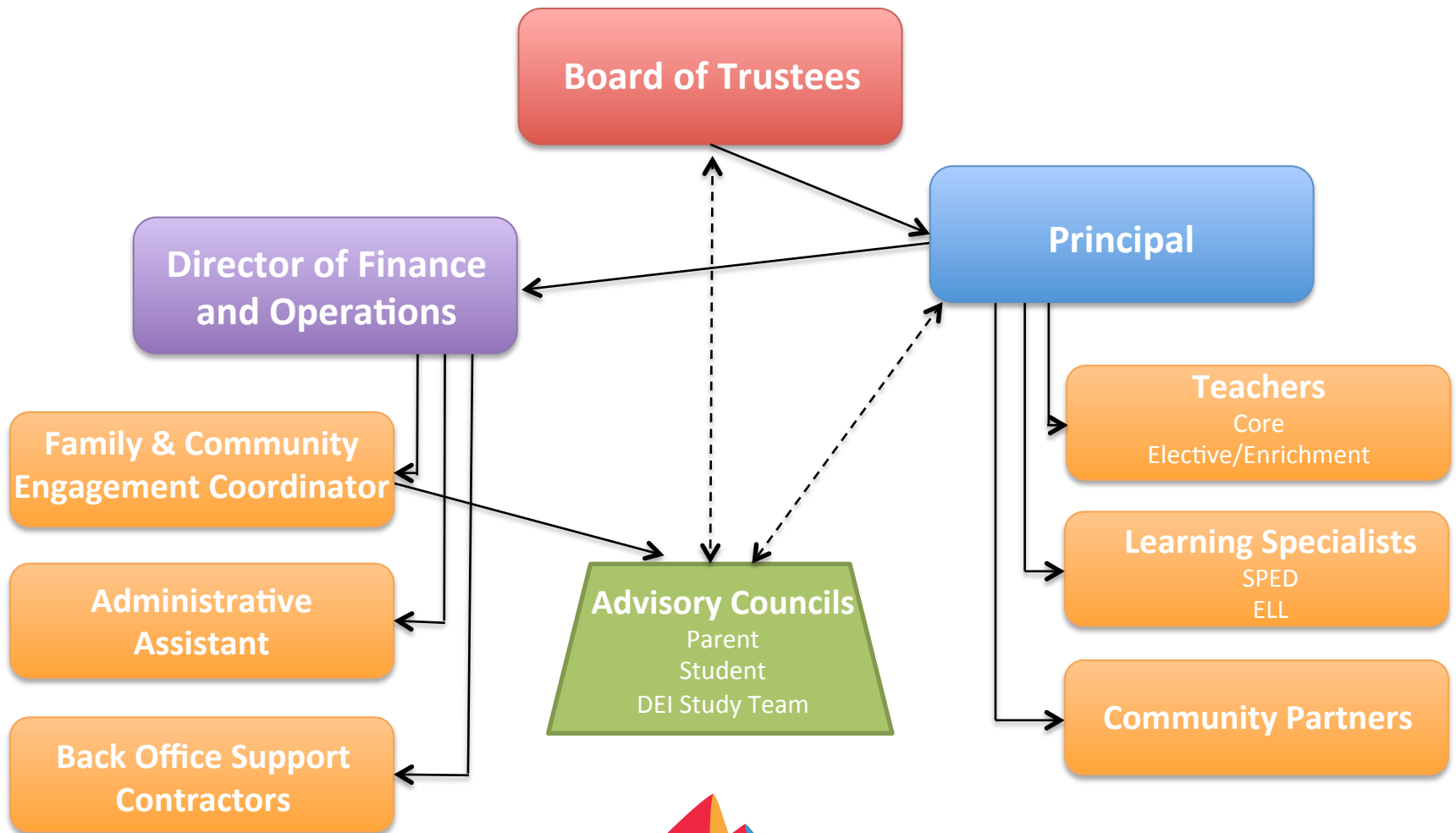
### Section 16: Attachment 17

#### Contents:

- Year 1 Organization Chart
- Year 5 and At-Capacity Organization Chart



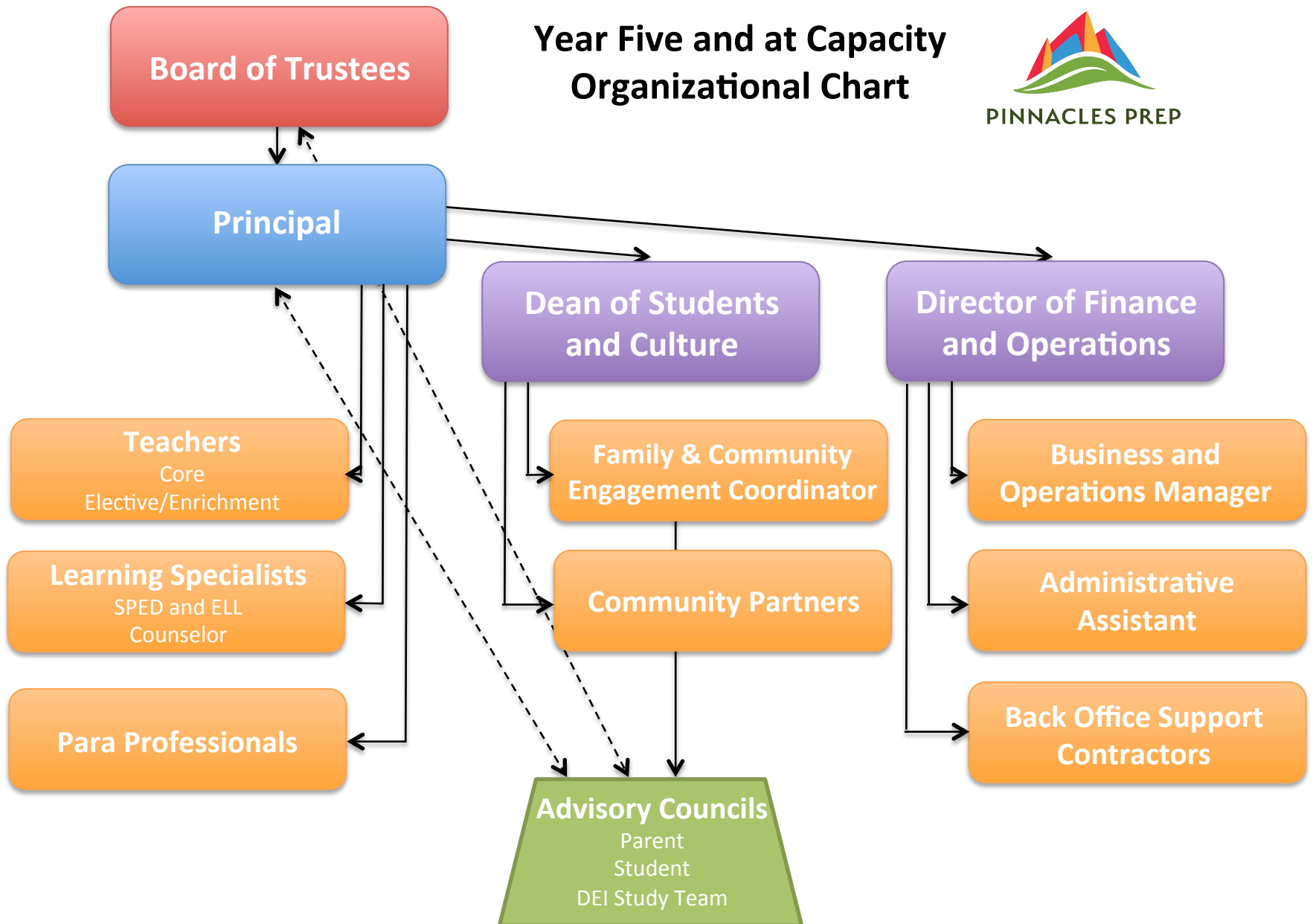
# Year One Organizational Chart



**PINNACLES PREP**



# Year Five and at Capacity Organizational Chart







# PINNACLES PREP

## PINNACLES PREP

### Section 19: Attachment 18

#### Contents:

- Email Correspondence between Pinnacles Prep leadership and Wenatchee and Eastmont School Districts
- Our Valley, Our Future meeting minutes (see highlighted section on page 3 where Wenatchee School District decides to join Pinnacles Prep as action item lead partner)
- *Quality and Equity Community Discussion* event flyers in Spanish and English
- Additional Our Valley, Our Future meeting notes and agenda



## ATTACHMENT 18: EMAIL CORRESPONDENCE BETWEEN PINNACLES PREP LEADERSHIP AND WENATCHEE AND EASTMONT SCHOOL DISTRICTS

Subject: Re: Please join us! Reception for Dr. Paul Gordon



Sara Rolfs  
to Haglund, Diana

Mon, Jul 22, 2019, 2:16 PM



You are viewing an attached message. Gmail can't verify the authenticity of attached messages.



Hi Diana,  
Thank you for the invitation. Yes I do plan to be there.  
Sara

Sent from my iPhone

On 22 Jul 2019, at 1:52 pm, Haglund, Diana <[haglund.d@wenatcheeschools.org](mailto:haglund.d@wenatcheeschools.org)> wrote:

The WVCC Board of Directors will be hosting a welcome reception for the new Wenatchee School District Superintendent Dr. Paul Gordon, and his wife Marianne, on Wednesday, July 24<sup>th</sup>. This private event will be held at the Chamber Tasting Room from 5pm to 6:30pm, and I'd like to personally invite you to join us.

Dr. Gordon shares on the Wenatchee School District website that he comes to Wenatchee after growing up in Colorado and working for the Adams 12 Five Star School District for 24 years as a teacher, assistant principal, principal, executive director and Chief Academic Officer. His career then took him to Illinois to become the superintendent of the Glen Ellyn School District, which served 3500 students Kindergarten through 8<sup>th</sup>-grade.

This is a great opportunity to welcome the Gordon's to Wenatchee, and to learn more about Dr. Gordon's leadership style. To help us plan for the event, your RSVP to at your earliest convenience.

We hope you will join the WVCC in welcoming the Gordon's to our Valley!

Diana

**Diana Haglund** | Communications Director  
Wenatchee School District # 246  
Office | 509-663-8161 x33334  
Mobile | 509-981-4691  
[wenatcheeschools.org](http://wenatcheeschools.org)





## Subject: Re: question for you



**Sara Rolfs** [REDACTED]  
to Gordon, Paul, Nadezhda Bush ▾

Mon, Sep 16, 2019, 4:01 PM



You are viewing an attached message. Gmail can't verify the authenticity of attached messages.



Thank you so much!

On 9/16/2019 3:53 PM, Gordon, Paul wrote:

Hi Sara,

I am very comfortable lending out a set of translation devisees to you and your team. There are 30 individual units and one transmitter. Please reach out to Nadya Bush, she is included in this email, to finalize the usage agreement.

Take care.

Paul

Dr. Paul Gordon  
Superintendent of Schools  
Wenatchee School District 246

On Mon, Sep 16, 2019 at 10:22 AM Sara Rolfs [REDACTED] wrote:

Dr. Gordon,

First, I want to say what a delight to have you on the OVOF board. I am struck by your passion, drive and comprehensive view on all the factors that play a role in the success and welfare of students. Thank you for that and for choosing to come to Wenatchee.

I think I mentioned before that Pinnacles Prep is hosting monthly Community Design sessions. We are exploring a variety of topics centered around education. Our first one is on September 26th - it is specific to charters, *Charters 101*, but others will be more broad.

I reached out to the ESD to see about borrowing their translation devices for the September meeting, but they are already booked. Barbara at the ESD suggested I reach out to WSD.

I want to check in with you about asking to borrow the devices. I am not sure where you and your cabinet are in regards to our efforts and do not want to put one of your employees in an awkward position by my asking. While we are hoping to be partners in education with WSD (and other districts), I am keenly aware that there is opposition and understand if my asking puts you/WSD in an awkward position.

So, I guess what I am asking is, are you OK with my asking Kathy Anderson if your translation devices are available for us to use on September 26th? No hard feelings if you are not.

Thank you for your time and consideration.

Sara Rolfs



## Subject: Charter school discussion

---



**Sara Rolfs** <[REDACTED]>  
to Christenseng ▾

Thu, Sep 19, 2019, 8:22 AM



**You are viewing an attached message.** Gmail can't verify the authenticity of attached messages.



Good Morning, Garn.

As you might've heard, I am part of the group that is working on a charter public school application in hopes of opening a middle/high school in the fall of 2021.

We are interested in meeting with you to share our vision and general motivation for creating Pinnacles Prep.

Please let me know if you have some time in October that works for you to share a visit.

Thank you for considering,

Sara Rolfs



## Subject: Re: [EXTERNAL] Charter school discussion



**Brandy Fields** <fieldsb@eastmont206.org>  
to Sara Rolfs ▾

Thu, Sep 19, 2019, 3:48 PM



You are viewing an attached message. Gmail can't verify the authenticity of attached messages.



Hi Sara,

Superintendent Christensen has forwarded your email to me for scheduling. Would either of these dates work for you?

1. Monday, October 7 at 10:00
2. Tuesday, October 8 at 10:00

Thanks much,

### Brandy Fields

Executive Secretary to Superintendent  
Eastmont School District #206  
Phone (509) 888-4699 Fax (509) 884-4210  
[www.eastmont206.org](http://www.eastmont206.org)  
Facebook: eastmontschools  
Twitter: @EastmontSchools  
Instagram: eastmontschools

"Do all the good you can, by all the means you can." John Wesley

NOTICE OF PUBLIC DISCLOSURE: This e-mail account is public domain. Any correspondence from or to this e-mail account may be a public record. Accordingly, this e-mail, in whole or in part, may be subject to disclosure pursuant to RCW 42.56, regardless of any claim of confidentiality or privilege asserted by an external party. The information contained in this email is intended only for the use of the individual or entity named in the body of the communication. Any dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please immediately delete or destroy all versions, and notify us by telephone at the above listed number. Thank you.

On Thu, Sep 19, 2019 at 9:31 AM Garn Christensen <[christenseng@eastmont206.org](mailto:christenseng@eastmont206.org)> wrote:

Please schedule.

**Garn G. Christensen, Superintendent**  
Eastmont School District 206  
800 North Eastmont Avenue  
East Wenatchee, WA 98802  
509.884.7169

**P** Please consider whether it is necessary to print this email.

This email may be subject to disclosure as a public record under the Public Records Act, RCW Chapter 42.56.





## **OUR VALLEY OUR FUTURE BOARD MEETING MINUTES Sept. 20, 2019**

**Present:** Stacy Luckensmeyer, Jessica Kendall, Shayne Magdoff, Allison Williams, Sara Rolfs, Karen Francis-McWhite, Paul Gordon, Steve Maher, Cheryl Cox (guest), Robert Cox (guest)

### **Presentation on regional theater opportunity**

Given the lack of a board quorum, Stacy Luckensmeyer asked presenters Chery and Robert Cox if they could return to the next OVOF Board meeting so more board members could be on hand to hear about their regional theater. They agreed and said they would return on Oct. 4. Before they left, Steve Maher called attention to the Learn 4.4 Theater Productions action item in the OVOF Action Plan. The action item has never had a lead partner.

### **Consent agenda**

Stacy Luckensmeyer, president of the OVOF Board of Directors, determined there was not a quorum. Approval of the board's Sept. 6 meeting minutes will be taken up again at the board's Oct. 4 meeting.

There was a brief discussion about calendar invites to board meetings being inadvertently deleted. Stacy said she would advise board members that they can decline a calendar invite but should never delete an invite.

### **Finances**

OVOF Board Treasurer Shayne Magdoff handed out a financial statement for OVOF, showing it has \$77,546 in the bank. That figure does not include \$5,000 the Port of Douglas is slated to contribute to OVOF and \$5,000 the Port of Chelan County will pay later this year for the Emerging Tech Study.

At its Sept. 17 meeting, the Wenatchee Valley Chamber Board voted to release OVOF funds to OVOF, Stacy announced. Stacy said she is waiting for the Chamber to send the meeting minutes to her and for Steve Maher to send OVOF Board minutes showing the board approved opening a bank account. Once she has those in hand, Stacy will open a new bank account for OVOF. Allison suggested OVOF ask for proposals from banks to get a better idea of what services are available.

### **OVOF participation in Dia de los Muertos**

Stacy said Teresa Zepeda has invited OVOF to take part in the Nov. 2 Dia de los Muertos event in Wenatchee by creating altars to be placed along the walk. Stacy said Teresa said this would be a great



way for OVOF to reconnect with the Latino community. Other board members agreed. Teresa will appear before the OVOF Board on Oct. 18 to provide more details.

Stacy said she and Steve Maher also will be meeting with Mario Reyes in early October. Mario has heard from others in the Latino community that OVOF needs to do better at reaching out and connecting.

### **New Projects community survey**

Steve Maher directed everyone's attention to a handout showing early results of the New Projects Community Survey. The Blue Zone, Higher Education Facilities at WVC, and Chelan County Drug Court projects, in particular, have received strong levels of support to date. *(See attached document for those results).*

Steve said very few people under the age of 35 have taken the survey, which is concerning. An email blast to about 1,000 people will be sent on Sept. 24, alerting people that the survey will conclude Sept. 30. Sara Rolfs suggested Steve contact the Young Professionals group in the meantime and see if their members will take the survey when they visit the Mercantile Building the week of Sept. 23. Jessica Kendall said the survey also should be pushed out to all lead partners.

### **Communications strategy**

Steve Maher introduced Jennifer Korfiatis, who provided an update on the communications strategy work she is doing for OVOF. Jennifer said she has interviewed more than 20 people so far and that it's been a nice mix of stakeholders, board members, community members, lead partners and skeptics. Jennifer said she has found that those engaged with OVOF in some manner know a lot about what has been happening with the organization. However, their definitions of that work differ significantly. And those not engaged with OVOF know very little about what has transpired over the past two or three years.

When asked what OVOF does well, many of the interviewees cited the community surveying and other research work that OVOF conducts, as well as OVOF's role as a facilitator, organizer and connector. OVOF also is valued for being neutral and nonpartisan.

Jennifer said it is clear that OVOF has rolled up its sleeves and worked on items critical to the community's well-being and future. Unfortunately, that work isn't very visible and public to residents and community leaders.

Jennifer said she is wondering if OVOF might benefit from doing a main community survey every five years to take the temperature of the people and then each year focus heavily on two or three top issues identified by residents. At the end of each year, there would be a big event open to the public in which OVOF would report out how things have gone with the focused projects and would also cast a spotlight on the lead partnering organizations.

Jessica Kendall asked how that approach differs from how OVOF does things now. Jennifer said her idea would lead to OVOF focusing more narrowly on two or three game-changers instead of seven or eight game-changers.

Steve Maher said he believes it is important for OVOF to retain the six focus areas and dozens of action items in the Action Plan because that spells grassroots. But he agreed with Jennifer that OVOF could harness the collective force of lead partners and the overall community to focus on two or three major projects each year. He said OVOF could announce what it is focusing on in early January each year to build awareness and expectations.



Allison Williams said she sees Jennifer's idea as a natural progression of what OVOF has been doing, and that that natural progression boils down to communicating better.

Paul Gordon said what he heard Jennifer saying is for OVOF to focus and to be more intentional.

Jessica asked Jennifer why some people are not engaged with OVOF. Jennifer said everyone she interviewed has heard of OVOF but some haven't heard of much going on since the Action Plan was released in January 2017. In general, people are busy today, are peppered with all kinds of information and distractions, and don't always know what is going on in their community.

Paul said he loves the fact OVOF is viewed as the group that takes the temperature of the community and is the organizer of the resulting conversations.

OVOF Board asked Jennifer to incorporate her idea into the communications strategy she is developing for OVOF. Jennifer said she anticipates having a draft of that strategy to the board in either October or November.

### **Game changer updates**

**One Community:** The One Community Working Group's "regional thinking, collaboration and inclusivity" roundtable event on Sept. 18 was judged a big success. Steve said about 35 people were on hand representing a cross section of the community both geographically and culturally. The roundtable discussions were compelling and passionate. Steve said he is still compiling all the comments received during the roundtable brainstorming sessions. However, he handed out a sampling of comments from two of the three roundtables (*see attached document*).

**Early Childhood Learning:** Stacy Luckensmeyer and Steve Maher met with Early Learning Collaborative leaders Nancy Spurgeon and Carol McCormick on Sept. 18. Nancy said the Early Learning Collaborative and the ESD will move forward on the Early Childhood Learning game-changer without the United Way. Nancy said United Way is no longer part of the Collaborative. In the past, United Way had provided some staff time to organizing meetings. Nancy and Carol said a lot of work has been occurring in early learning but more needs to be done. Stacy told them that OVOF can help them tell their story and perhaps conduct a survey. She also called their attention to the OVOF Grants Program.

Paul Gordon said he sees early childhood learning as being part of an overall effort to improve outcomes for youth. Allison Williams said improving early childhood learning is part of the community's attempt to become more resilient. She also sees it wrapping into the community's day care crisis. Stacy said one way the school districts could help is serving as a conduit to reach parents in the region. Allison said she is concerned the Early Learning Collaborative will not take a wholistic approach as it moves forward.

Steve Maher said when he discussed early learning with community leaders in conversations earlier this year he was struck by how many didn't know the region lags behind in early childhood learning. Steve said he believes the overall community also isn't aware.

Paul said he sees it as a long and ongoing conversation with residents and leaders.

Sara Rolfs recommended that Gene Sharratt and Eric Bolz be brought in as part of an event. Sara also asked Paul Gordon for the Wenatchee School District to join Pinnacles Prep as a lead partner in the Learn 1.5 Community Conversation on Educational Quality action item in the OVOF Action Plan. Paul agreed, adding "we are there."



**Tech Hub Study:** Steve Maher said the Tech Study was to be released on Monday, Sept. 23, but it has been put off for a week or so while WSU researcher Tim Nadreau double checks his modeling of impacts of increased power sales locally to the tech sector. Steve said he met earlier in the week with Chelan County PUD's Steve Wright, Douglas County PUD's Meaghan Vibbert, Port of Chelan County's Jim Kuntz and Port of Douglas County's Lisa Parks to go over the study. Steve Wright questioned the modeling that estimated 1,440 to 1,700 new tech-related jobs would be created if the PUDs diverted 5 percent of their wholesale power to the local tech sector. Those at the meeting also requested a flyer capturing main study findings make it clear the study focuses on tech-related occupations and both high-energy tech sector users and low-energy tech sector users.

#### **Other business**

Jessica Kendall said she had a conversation with Cascade Medical Center commissioner Bruce Williams about the Blue Zone project. Bruce wanted to know whether other medical providers can join the effort. Steve and Stacy said yes and recommended Bruce contact David Olson at CVCH.

#### **Next board meeting**

The OVOF Board of Directors will next meet from **8:30 a.m. to 10:30 a.m., Friday, Oct. 4**, at the Port of Douglas County conference room.



**ATTACHMENT 18: FLYERS (IN ENGLISH AND SPANISH) PROMOTING THE QUALITY AND EQUITY IN SCHOOLS COMMUNITY DISCUSSION EVENT CO-HOSTED BY PINNACLES PREP AND THE WENATCHEE SCHOOL DISTRICT**



CHARLA COMUNITARIA

# CALIDAD E INIGUALDAD EN NUESTRAS ESCUELAS

Únase al Distrito Escolar de Wenatchee y a la Escuela Charter Pinnacles Prep para una charla comunitaria de Nuestro Valle, Nuestro Futuro sobre el aumento de la calidad de educación en nuestra región y cómo satisfacer las necesidades de todos los estudiantes, para que tengan éxito en la escuela y la vida.

**Preguntas de discusión:**  
*¿Qué atributos queremos que tengan nuestros graduados de preparatoria? (Habilidades, mentalidades, etc.)*  
*¿Cómo afecta la raza a la calidad de la educación de un niño?*  
*¿Cómo eliminamos las barreras al éxito para que todos los niños tengan acceso y oportunidad a una educación de calidad?*

  
Este evento cuenta con el generoso apoyo de una beca de Confluence Health.


**29 de enero de 2020  
6:00-7:30 PM  
Museo del Valle de Wenatchee  
127 S Mission St, Wenatchee.**

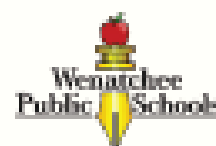
Aperitivos proporcionados  
Servicios de traducción en español  
disponibles





COMMUNITY-WIDE DISCUSSION

# QUALITY & EQUITY IN SCHOOLS



Join the Wenatchee School District and Pinnacles Prep Charter School for an Our Valley, Our Future community-wide discussion about increasing the quality of education in our region and how to meet the needs of all students, so they are successful in school and life.

*Discussion Questions:*

*What attributes do we want our high school graduates to have? (Skills, mindsets, etc.)*

*How does race affect the quality of a child's education?*

*How do we remove barriers to success so that all children have access and opportunity to a quality education?*



This event is generously supported by a grant from Confluence Health.

January 29, 2020

6:00-7:30 PM

Wenatchee Valley Museum  
127 S Mission St, Wenatchee.

Light refreshment provided  
Spanish translation services available



## ATTACHMENT 18 – ADDITIONAL OUR VALLEY OUR FUTURE (OVOF) MEETING SET-UP AND MEETING NOTES

### Email from Superintendent Gordon to regional Superintendents

Dear Colleagues,

I have the privilege of sitting on the Our Valley Our Future (OVOF) Board, and one of the strategies under the banner of education is *Community Conversation on Educational Quality - Expand conversation about educational quality and equity*. In an effort to create a community conversation surrounding education, I would like to convene a meeting of superintendents and a few other OVOF partners, Dr. Michelle Price and Sara Rolfs to name a few. The goal of the meeting would be to design a conversation that would be facilitated by community partners to discuss the quality of education and equity in our valley. We would love to have the leaders of education throughout the valley join us to add your voice to this work.

We would like to meet sometime during the week of January 6, 2020. Here is a [link to a Doodle](#) calendar poll. Please fill in the dates and times that would work for each of you.

Thank you.

Paul

Dr. Paul Gordon  
Superintendent of Schools  
Wenatchee School District 246

### 12.3.19 Meeting Notes

#### Meeting: Our Valley, Our Future action items of Co-Lead Partners

##### How we Learn and Create

**Action item: 1.5 – Community Conversation on Educational Quality – Expand the conversation about educational quality and equity**

##### Attendees:

Wenatchee School District – Dr. Paul Gordon, Superintendent

Pinnacles Prep – Jill Fineis, Founding Principal

Rick Wray, Board Chair and Cofounder

Sara Rolfs, Board Secretary and Cofounder

Discussion about how to address these meaty topics.

First conversation to be more of a 30,000-foot view; an introduction to the topics and feedback from the community on what quality and equity means to them.

World Café Style – small group work on defining the terms for future conversations

- ✓ Dr. Gordon to draft an email to be sent to all public school superintendents in Chelan & Douglas Counties. Email to invite them to a meeting to discuss burning questions on the topic of equity and quality in education
- ✓ Sara to check with Museum to see about space available in Jan/Feb – coattails of the Multi-Cultural Fest on MLK weekend
- ✓ Dr. Gordon to ask David Olson of CVCH about moderating the event



## Our Valley Our Future - Community Conversation Agenda

January 9, 2020

### ATTENDEES:

|                      |                                                     |
|----------------------|-----------------------------------------------------|
| Dr. Michelle Price   | Superintendent NCESD 171                            |
| Glenn Johnson        | Superintendent Cashmere School District             |
| Dr. Ismael Vivanco   | Superintendent Orondo & Palisades School Districts  |
| Matt Charlton        | Superintendent Manson School District               |
| Barry DePaoli        | Superintendent Lake Chelan School District          |
| Miles Caples         | Superintendent Entiat School District               |
| Dr. Garn Christensen | Superintendent Eastmont School District             |
| Dr. Paul Gordon      | Superintendent Wenatchee School District            |
| Diana Haglund        | Director of Communication Wenatchee School District |
| Jill Fineis          | Founding Principal Pinnacles Prep                   |
| Rick Wray            | Co-Founder Pinnacles Prep                           |
| Sara Rolfs           | Co-Founder Pinnacles Prep                           |

- Welcome (Paul)
- OVOF Background (Sara)
- Our Task is to develop a *Community Conversation on Educational Quality - Expand conversation about educational quality and equity.*
- Structure (Jill) - World Cafe
- Current conversations occurring in the Valley (Diana) – Vaping, Trans-gender discussion
- Goals for the community conversation (Paul)
  - Community - Share their perspective about the topic
  - Community - Hear from other community members
  - Community - Ideas to improve
  - Our Team - Listen and learn from our community
  - Our Team - Our role is not to have answers, but to listen and return with action steps



- The main focus of our meeting on Thursday is to develop a topic that we believe will bring community members to the table under the umbrella of education quality. We are excited to hear from leaders throughout the valley.

Questions:

What burning questions will bring people out for a conversation?

Example questions:

What does a quality education look like?

How does race impact the quality of education?

What can be done?

Future Event Details

Location - Museum

Date: January 29, 2020 from 6:00 to 7:30 pm





# PINNACLES PREP

## PINNACLES PREP

### Section 20: Attachment 19

#### Contents:

- Educational Service Provider: N/A – Pinnacles Prep does not have an ESP contract.





# PINNACLES PREP

## PINNACLES PREP

### Section 20: Attachment 20

#### Contents:

- North Central ESD 171 Services Table
- Sample Business Offices Services Proposal, Puget Sound ESD
- Joule Growth Partners Sample Statement of Work
- Teton Science School: Place Network Membership
- True Measure Collaborative Membership Information
- Washington State Charter Schools Association Membership Information
- Draft Letter of Intent: Chelan Douglas Land Trust
- Draft Letter of Intent: Columbia Valley Community Health
- Draft Letter of Intent: North Central Regional Library
- Draft Letter of Intent: City of Wenatchee Parks and Recreation Department





## MEMORANDUM OF UNDERSTANDING

DATE: December 9, 2019

North Central Educational Service district, located in Wenatchee, Washington serves 29 public schools, a tribal school, and several private schools in central Washington. Our goal is to meet districts where they are at and to provide real time services when they are needed.

This memorandum of understanding is a commitment to provide the following services for Pinnacle Prep Charter School at the quoted rates through the 2022 school year as needed. Inflation may be factored in costs after 2022.

### **Business Mentor Services**

Provide support and training in accounting practices and financial educational reporting. \$7,500/year

### **Special Education Services**

Special Ed CoOp \$25.00/FTE maximum \$6,900.

Behavior Support CoOp which is three days of student specific support for \$2,400.

Service providers (speech, occupational therapy, physical therapy, school psychologist who have routine schedules with students) is \$800/day.

Admin services/special education professional development \$900/day.



## **INSTRUCTIONAL SUPPORT**

STEM CoOp\$4140/year with 2 onsite coaching days.

Onsite instructional coaching for each content area is \$990/day.

Federal Program Director Services is \$850/day.

You also have the option to participate in the following:

Language Acquisition CoOp is \$4.50/bilingual student.

Title I/LAP CoOp is \$2.25/per FTE.

Highly capable CoOp is \$2.20 per FTE.

Respectfully,



Michelle Price, Ed. D.  
Superintendent



North Central Educational Service District 171  
430 Olds Station Rd., Wenatchee, WA 98801  
(W) 509.665.2628 \* (C) 509.760.1138  
[www.ncesd.org](http://www.ncesd.org)





## **COST PROPOSAL FOR BUSINESS OFFICE SERVICES**

Puget Sound Educational Service District (PSED) serves 35 school districts educating forty percent of Washington's students. For five decades, PSED has led efforts to improve school district efficiencies, provide products and services to address school needs and improve financial systems and procedures. PSED comes alongside schools and districts adding expertise that contributes to high performance. A key partner and adviser to schools, PSED draws on expert and passionate staff committed to improving student achievement and eliminating the opportunity gap. PSED's strong relationships with educational stakeholders, vendors, and civic leaders will assist Charter School achievement.

PSED business office services include an array of services and responsibilities that offers the Charter School the opportunity to operate efficiently and with confidence that financial problems will not distract from focusing on what you do best – successfully educating every student.

The scope and cost of services presented below are predicated on the assumption that the School intends to utilize the WESPaC (Skyward) Student and Business (Finance, Human Resources, and Payroll) Management Systems. This scope and cost of services does not include the cost of licensing fees associated with obtaining these management systems. PSED can connect the School with a regional data center that can provide these management systems and the associated support and training.

The business office services presented span the continuum from initial set-up to on-going support in key fiscal and reporting areas.

### **Initial Set Up**

**Infrastructure Set Up:** Work with OPSI to set up the School as a Local Education Agency (LEA) including funding and reporting stream between OSPI and the School. PSED will work with the county to establish bank accounts.

**Revenue Services:** Assist with preparation of all federal and state required forms and transmittal documents including Child Nutrition application, Part I of the Consolidated Application for funding under Title I, II, and III, student enrollment and staff reporting.

**Accounting System:** Set up chart of accounts in line with state accounting code structure. Set up internal control procedures and fiscal policies and procedures.

**Student Enrollment Reporting:** Establish Washington State accepted student information system and support.

**Technical Assistance:** Provide advice and recommendations on issues that may impact the fiscal soundness and sustainability of the school such as change to student enrollment, operational costs, and other factors.



### **Regular and Ongoing Support**

**Budget Development:** work with school leaders and stakeholders to develop annual budget for subsequent fiscal year in March/April of each year including Board approval no later than July 15. The budget will be aligned with required state account code structures. The budget will include an overall organizational view including capital and multi-year and long term needs. Those multi-years needs include creating funds for unemployment, employee absences, insurance coverage and irregular maintenance and equipment needs. The budget will include a monthly cash flow projection.

**Final Operating Budget Revision:** PSESD will work with the School to perform any needed revisions to the budget required by legislative action. Revisions will be made in context of real need requirements in order to avoid minutia.

**Forecast:** PSESD will provide two forecasts per year: one using actual data from September and October, provided by the School by December 15, using actual data September through February, provided to the Charter School by April 15.

**Financial Policies and Procedures:** For Board approval, PSESD will provide detailed financial policies and procedures that align with federal and state laws and regulations. The policies and procedures will offer comfort for proper business practices, audit compliance, and documentation.

**Bookkeeping Services:** General ledger maintenance including establishing and maintaining the School's general ledger per state account codes and the accounting manual for schools. PSESD will monitor and edit revenue and expenditure account code structures, add program and location codes when needed, and perform all other regular maintenance.

- Balance Sheet reconciliation of all bank statements. Quarterly performs reconciliation of school balance sheet including prepaid/deposits, accounts receivable, accounts payable, payroll encumbrance and liability. Work will be based upon year to date perspective and will be delivered 30 days after appropriate month end closing.
- Accounts Payable invoices including verifying approval of payment determine cash flow availability, verify non duplication of payments, log appropriate accounting entries, produce check payments for signature, verify check security. Any discrepancies will be reported to the School Administrator or designee with three business days of PSESD becoming aware of the discrepancy.
- Monitor and record receipt of revenue to ensure that school receives all entitlements and in-play grants. Perform collection activities to receive past due funding, not including initiation of legal proceedings.

**Audit Support:** Collect and format all information regularly required by auditors including Schedule of Expenditures of Federal Awards (SEFA), grant accounts and awards, leases, contracts, policies and procedures, and fiscal information.

**Financial Management and Reporting:** Prepare and transmit standard financial reports to school administrator monthly by the 15th business day of the following reporting month. Prepare and transmit state required budget documents and state required year expenditure documents to OSPI. Prepare and submit budget extension documents, if necessary.



**Payroll Processing:**

- Maintain employee information in a secure payroll database. PSESD will process any status updates, new hire, termination and or informational changes in the payroll system based upon information submitted by the school on pre agreed upon status change request forms.
- PSESD will provide the school payroll schedule for the school year and if appropriate calendar year which includes accrual periods and deadlines for PSESD to receive from the school new hire documentation, personnel change forms and payroll time data for each respective pay period.
- The school is responsible to submit all information no later than 5PM on deadline days per the school's payroll schedule. Payroll information received late will be deferred to the next month's regular payroll cycle.
- PSESD will prepare and disseminate accurate W-2s as required by law.

**Attendance Reporting:** Support the School preparing and submitting monthly attendance reports from school provided records to OSPI.

**Staff Reporting:** Prepare and submit monthly staffing reports from school provided records to OSPI.

**Reports required by Washington State Charter School Commission:** In conjunction with the School, provide information and data for school submission of reports required by the Charter Commission.

**Categorical Funding Applications:** Prepare funding applications for governmental sources identified in the School's budget. In the event new governmental funding sources become available, funding program elements and pricing will be revised if the school wishes PSESD to pursue funding. Applications will be co-developed with the school administrator with decision to pursue sources the responsibility of the school.

**Compliance and Fiscal Reporting:** PSESD will disseminate fiscal reports to Auditors, lenders and creditors as required.

**Technical Assistance:** PSESD will work with school administrative staff to ensure understanding and compliance of all pertinent state and federal laws and rules that applies to Charter Schools.

**Compliance Monitoring:** PSESD will notify the school immediately when issues arise. PSESD will use its best professional judgment as to how to address a compliance issue. PSESD will always notify the school administrator first. Ensuing action or not will be dictated by the compliance issue.

**Efficiency:** PSESD will search for cost savings methods and programs and wherever possible, recommend means to leverage work and create greater efficiencies through partnerships, cooperatives and other resources.

**Additional Services:** The School may request PSESD to provide additional services. If PSESD agrees to provide Additional Services, these services will be described in detail in a separate cost proposal.

**Estimated Cost Range:** Proposed Business Office Services are priced at \$45,000 to \$55,000 per year. This cost range is based on an estimate of the days required by PSESD to deliver the services called for in this proposal and that extensions of this scope of services will require both parties to evaluate the required days of service based on: (1) the services desired and/or needed in the future period; and (2) the capability of assigned participating charter school personnel in independently performing functions related to those services.



## ATTACHMENT A

**SCHOOL NAME**  
**Statement of Work No. : 002**

### Statement of Work

This Statement of Work ("SOW"), in accordance with the governing Vendor Services Agreement, will expire on August 31, 2020.

#### I. BACKGROUND

SCHOOL NAME (School) wishes to secure outsourced Chief Financial Officer support.

#### II. DELIVERABLES

Joule Growth Partners (Contractor) will conduct the following tasks for SCHOOL NAME (School):

| <b>Summary Tasks [goal]:</b>                                                                                                      | <b>Date:</b> |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1. Quarterly review of A/P packets approved, payroll summaries, and ESD financials                                                | Ongoing      |
| 2. Creation of Commission financial statements to meet school compliance requirements during transfer of authorization            | Ongoing      |
| 3. Summary and analysis of financial documents for Board as needed, including questions and attendance at selected BOD meeting(s) | Ongoing      |
| 4. Monthly consultation with School leader                                                                                        | Ongoing      |
| 5. Quarterly check-in with School and ESD as needed                                                                               | Ongoing      |
| 6. Commission annual financial report                                                                                             | Year end     |
| 7. Annual budget preparation                                                                                                      | May-Jul      |
| 8. Audit support to leader and ESD [ESD leads]                                                                                    | Year end     |

#### III. ENGAGEMENT ACKNOWLEDGEMENTS

| <b>Item:</b>                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. School acknowledges the service matrix in Exhibit 1 and will perform required activities in support of a successful operating year                                               |
| 2. School will provide all information required by Contractor to complete responsibilities outlined in Attachment 1 in a timely and consistent manner throughout this scope of work |
| 3. School will partner with PSED to establish and maintain financial, payroll, etc. policies and procedures as needed                                                               |
| 4. School's Board of Directors retains fiduciary responsibility for the organization and will be an active participant in oversight                                                 |

#### IV. COMPENSATION



School will pay contractor \$30,000 for the outlined services, with \$2,500 payable monthly on the 15<sup>th</sup> of each month of service.

**V. SPECIAL PROVISIONS**

Compensation under this SOW will be in accordance with the governing Vendor Services Agreement, except as follows:

Organization:

CONTRACTOR:

\_\_\_\_\_  
Representative of SCHOOL NAME, a  
Washington non-profit corporation

\_\_\_\_\_  
Name (print)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_

\_\_\_\_\_  
Name (print)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date



EXHIBIT 1  
Organizational Responsibilities SOW 001

## Business Manager Responsibilities

|  | ESD | LEA | JGP Leads | JGP supports |
|--|-----|-----|-----------|--------------|
|  |     |     |           |              |

|                                                           | Student Activities                 |   |   |  |  |
|-----------------------------------------------------------|------------------------------------|---|---|--|--|
| CEDARS submission                                         |                                    | X |   |  |  |
| Attendance Tracking                                       |                                    |   | X |  |  |
| Maintain LEA SIS - for CEDARS reports A through Q         |                                    |   | X |  |  |
| Monthly enrollment reporting to OSPI (P223, P223H, P223S) |                                    |   | X |  |  |
|                                                           | Business and Operations Activities |   |   |  |  |

### Financial Management:

Finance representative to Board  
Prepare board level financial statements and review  
Multi-year forecasting and on-going reevaluation  
Monthly voucher approval report for board  
Finance support to the ED/ Principal, or Superintendent  
Prepare iGrants applications to OSPI  
Review iGrants applications for submission to OSPI  
Technical assistance on correspondence to OSPI and funding organizations as needed  
Technical assistance for WINS(nutrition) and STARS (transportation) reporting  
WINS reporting  
STARS reporting  
K-3 class size reporting (monthly)  
Establish and monitor a system of internal controls and efficient process and procedures  
Communication with district staff on state/federal compliance or grant requirements  
Independent audit liaison for annual audit and 990s  
Independent audit support (document preparation, etc.)  
Audit liaison for annual audit by State Auditor's office

|  |   |   |   |   |
|--|---|---|---|---|
|  |   | X | X |   |
|  |   | X | X |   |
|  |   | X | X |   |
|  | X | X |   |   |
|  |   | X | X |   |
|  | X | X |   |   |
|  | X |   |   | X |
|  | X |   |   |   |
|  | X |   |   |   |
|  |   | X |   |   |
|  |   | X |   |   |
|  |   | X |   |   |
|  | X | X |   | X |
|  | X | X |   |   |
|  |   | X |   | X |
|  | X |   |   | X |
|  |   | X |   |   |



Audit support (document preparation, etc.)  
 Annual budget development  
 General financial analysis and cash flow monitoring  
 Multi-year forecasting

|  |   |   |   |   |
|--|---|---|---|---|
|  | X |   |   | X |
|  | X | X | X |   |
|  | X | X | X |   |
|  | X | X | X |   |

**External Reporting:**

Quarterly Commission Reporting  
 Annual budget reporting to OSPI (F206, F195)  
 Budget extensions, as needed (F200)  
 Annual year end report to OSPI (F196), notes to financial statements  
 Annual Schedule of Expenditure of Federal Awards (SEFA) to SAO  
 Quarterly use tax reporting to DOR  
 Safety Net support for worksheet A (if applicable)  
 Safety Net support Medicaid eligible worksheet (if applicable)

|  |   |   |   |  |
|--|---|---|---|--|
|  |   | X | X |  |
|  | X |   |   |  |
|  | X |   |   |  |
|  | X |   |   |  |
|  | X |   |   |  |
|  | X |   |   |  |
|  | X | X |   |  |
|  | X | X |   |  |

**Annual/Monthly Activities:**

Annual budget expenditure and revenue estimates and modifications  
 Monthly financial reports to governing Board  
 Monthly Bank Reconciliation  
 Monthly grant claims to OSPI  
 Monthly food service claims to OSPI  
 Monthly (specific months) STARS reporting to RTC and OSPI  
 General ledger account reconciliations, balance impress/petty cash

|  |                        |   |                           |  |
|--|------------------------|---|---------------------------|--|
|  | X                      |   | X                         |  |
|  | X<br>(monthly summary) | X | X<br>(quarterly detailed) |  |
|  | X                      | X |                           |  |
|  | X                      | X |                           |  |
|  | X                      | X |                           |  |
|  | X                      | X |                           |  |
|  | X                      |   |                           |  |

**Transaction and data processing oversight/approval for the following:**

*section to be completed by ESD and LEA*

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |

**Daily/Weekly Activities:**

Maintenance of general ledger and chart of accounts  
 Process journal vouchers  
 W-9 solicitations, input new vendors into system  
 Input purchase requisitions  
 Approve purchase orders  
 Send approved purchase orders to vendors  
 Verification of merchandise receipt

|  |   |   |  |  |
|--|---|---|--|--|
|  | X |   |  |  |
|  | X |   |  |  |
|  | ? | X |  |  |
|  | ? | X |  |  |
|  |   | X |  |  |
|  |   | X |  |  |



Code and approve invoices for payment

Process A/P vouchers for approved invoices

Input new A/R customers into system

Process A/R invoices

Deposit cash receipts daily

Bank deposits

Review daily cash receipts deposited by LEA

Input/process cash receipts

Process free/reduced meal applications and direct certification

|  |   |   |  |  |
|--|---|---|--|--|
|  | X | X |  |  |
|  | X |   |  |  |
|  | X |   |  |  |
|  | X |   |  |  |
|  |   |   |  |  |
|  |   | X |  |  |
|  | X |   |  |  |
|  | X |   |  |  |
|  |   | X |  |  |

#### Employee Compensation and Staff Related Activities

##### External Reporting:

Personnel coding into HR system

Annual personnel reporting to OSPI (S-275)

Annual W-2 reporting IRS

Annual Affordable Care Act reports (1094 and 1095)

Quarterly F941 reporting to IRS

Quarterly unemployment reporting to State Agency

Quarterly workers compensation reporting to State Agency

Annual 1099s for Vendor contracts

DRS reporting and support

SEBB reporting and support (TBD)

Washington Paid Family and Medical Leave Act - support and reporting (quarterly) (TBD)

|  |   |   |  |  |
|--|---|---|--|--|
|  | X | X |  |  |
|  | X | X |  |  |
|  | X |   |  |  |
|  | X |   |  |  |
|  | X |   |  |  |
|  | X |   |  |  |
|  | X |   |  |  |
|  | X |   |  |  |
|  | X |   |  |  |
|  | X |   |  |  |
|  | X |   |  |  |

##### Monthly/Weekly/Daily Activities:

Complete personnel action forms for employee changes

Time and effort reporting - for federal programs (monthly or semi-annually)

Process monthly payroll

Enter employee onboarding information into the Finance/HR System

Enter employee contracts into Finance/HR System

Enter timesheet and other pay into Finance/HR System

Health benefit pooling calculation, as appropriate

Prepare sick leave buy-back notices, as needed

|  |   |   |  |  |
|--|---|---|--|--|
|  |   |   |  |  |
|  |   | X |  |  |
|  | X |   |  |  |
|  |   | X |  |  |
|  |   | X |  |  |
|  |   | X |  |  |
|  | X |   |  |  |
|  |   |   |  |  |



DRAFT





## DRAFT AGREEMENT 2019-2024

### Place Network Schools: Memorandum of Understanding (v.2a 4.2019)

1. **Overview:** Place Network is a collaborative network of rural K-12 schools that connect learning and communities to increase student engagement, academic outcomes, and community impact. Place Network Schools inspire curiosity, leadership, and engagement through transformative place-based education.
2. **Commitments of the Place Network:** The Place Network agrees to facilitate and support the following elements and goals.
  - 2.1.1. Focus on outcomes connected to the Place Network Schools model (engagement, academic growth, community impact)
  - 2.1.2. Access to ongoing research and data-collection to inform school model
  - 2.1.3. Collaborative platform to share ideas/resources around school model and school elements
  - 2.1.4. Access to on-site professional development, virtual consulting, and webinars
  - 2.1.5. Access to model project plans and collaboration through common technology platform
  - 2.1.6. Learning tools and resources including program guide template, project planning templates, and resources linked to the Place-based Education Framework.
  - 2.1.7. Dedicated School Coach to support long-term implementation
3. **Commitments of Place Network Schools:** All schools that are part of the Place Network commit to the following learning model elements:
  - 3.1. Place-based education principles as a core framework (learner-centered, interdisciplinary, inquiry-based, design thinking, community as classroom, local to global).
  - 3.2. Implementation of four common learning model elements surrounding the place-based framework:
    - 3.2.1. **Personalized learning** approaches in literacy, math, and design/technology (optional); curriculum agnostic with a focus on instructional approach
    - 3.2.2. **Project-based** learning with community impact;
    - 3.2.3. **Competency-based** assessment;
    - 3.2.4. **Character and Leadership** focused on leadership, character, and self-awareness
  - 3.3. Common set of competencies and learning goals based on eight key domains and constructed from national standards. Competencies and learning goals can all be linked to local and state standards as required by the school, district, or state. Modifications possible for existing schools or those where states require specific outcomes.
  - 3.4. Use of common technology solution and dashboard to record proficiency on competencies/learning goals (Phase/Year 3 of implementation)(*negotiable*)
  - 3.5. Assign a staff member(s) to serve as Network Advocate (supporting on-site implementation) and School Leader (typically the principal)
  - 3.6. **Collaboration:** Schools agree to collaborate on the following elements





# Place Network Schools

Local Learning to Inspire Global Citizenship

- 3.6.1. Sharing data on engagement, academic outcomes, and community impact to inform the model through the use of common surveys provided by the network and academic growth data provided by the school
- 3.6.2. Sharing projects linked to competencies and performance indicators through a common platform
- 3.7. **Branding:** Schools commit to using the network logo and place-based principles/framework with visible reference on website and other materials/locations where helpful for model implementation.
- 4. **Leadership Advisory Council:** The School Leader at each school belonging to the network is automatically part of the Leadership Advisory Council
  - 4.1. **Meetings:** The committee meets routinely throughout the year (3-4 times)
  - 4.2. **Authority:** The advisory council has the following authority.
    - 4.2.1. Reviews the annual report that measures the learning model against available research.
    - 4.2.2. Suggest changes and additions to the learning model based on data
- 5. **Fees:** An annual fee will be assessed to support the administrative operations of the Place Network. See school contract or Appendix A for details.

## Signatures:

**Place Network School Partner (listed below)** commits to be an active partner in the Place Network on the date listed below. Active partner is defined as meeting and/or exceeding the criteria listed above, demonstrating progress towards full implementation, and payment of annual fees (see Appendix A attached)/implementation partnership fees (see consulting contract).

| Teton Science Schools/Place Network |       | Place Network School Partner |       |
|-------------------------------------|-------|------------------------------|-------|
| By:                                 | _____ | By:                          | _____ |
| Printed:                            | _____ | Printed:                     | _____ |
| Title:                              | _____ | Title:                       | _____ |
| Date:                               | _____ | Date:                        | _____ |





## DRAFT FEES 2019-2024

### Appendix A: Place Network School Fees

|                                                  | Planning<br>Year<br>(2020-21) | Launch<br>Year<br>(2021-22) | Partner<br>Year 1<br>(2022-23) | Partner<br>Year 2<br>(2023-2024) | Partner<br>Year 3<br>(2024-25) |
|--------------------------------------------------|-------------------------------|-----------------------------|--------------------------------|----------------------------------|--------------------------------|
| On-site Workshops/Coaching Support               | \$10,600                      | \$10,600                    | \$0                            | \$0                              | \$0                            |
| Webinars                                         | \$0                           | \$0                         | \$0                            | \$0                              | \$0                            |
| Virtual Consulting/Partnership Meetings          | \$1,000                       | \$1,000                     | \$3,000                        | \$3,000                          | \$3,000                        |
| Project Work                                     | \$2,000                       | \$2,000                     | \$0                            | \$0                              | \$0                            |
| Network Fee                                      | \$1,000                       | \$1,000                     | \$1,000                        | \$1,000                          | \$1,000                        |
| <b>Total Program</b>                             | <b>\$14,600</b>               | <b>\$14,600</b>             | <b>\$4,000</b>                 | <b>\$4,000</b>                   | <b>\$4,000</b>                 |
| Tuition Grant/Discount                           | \$0                           | \$0                         | \$0                            | \$0                              | \$0                            |
| Estimated Travel Costs (billed after each visit) | \$2,870                       | \$2,870                     | \$0                            | \$0                              | \$0                            |
| <b>Total Estimated Cost</b>                      | <b>\$17,470</b>               | <b>\$17,470</b>             | <b>\$4,000</b>                 | <b>\$4,000</b>                   | <b>\$4,000</b>                 |





**Mission:** To foster collaboration and build capacity in service of equitable educational opportunities for all students

## SCHOOL YEAR 2019-2020 MEMBERSHIP SERVICES

| Services                                                                                                                                                               | Basic Membership<br>\$8,600 | Full Membership<br>\$12,600          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------------------------|
| <b>TECHNICAL ASSISTANCE</b>                                                                                                                                            |                             |                                      |
| Monthly regional IEP Labs focused on a specific portion of IEP compliance (Attendance to 3 or more earns clock hours)                                                  |                             | ✓                                    |
| Special education file review using Consistency Index Platform (aligned to OSPI-developed Evaluation and IEP Review Forms). School selects files for review.           | ✓                           | ✓                                    |
| Quarterly “deep dive” review into special education files – aligned to WISM-specific audit areas (e.g. LRE, Adverse Impact Summary, MAGs)                              | ✓                           | ✓                                    |
| Assistance in preparing OSPI IDEA and TBIP applications and reporting forms for submission                                                                             |                             | ✓                                    |
| Guidance and support in navigating the Washington Integrated System of Measurement (WISM) process                                                                      |                             | ✓                                    |
| Monthly regional office hours, including special hours targeted to specific timely needs (e.g. applying for safety net funding)                                        |                             | ✓                                    |
| Onsite technical assistance for targeted supports responsive to student, staff, and systems needs. CMOs can use these hours flexibly across multiple sites.            | 5 hours / quarterly         | 5 hours / month                      |
| Remote technical assistance for processes and procedures, student-specific compliance, and remote file review                                                          | 5 hours / quarterly         | 5 hours / month                      |
| On-call support and guidance for pre-legal intervention                                                                                                                | ✓                           | ✓                                    |
| Assistance in completing Academic Testing (e.g. WJIV, KTEA) to meet timelines for Special Education eligibility                                                        |                             | 2 cases / quarter                    |
| Access to Cross-COST student response team (schools in 1 <sup>st</sup> year of operation only)                                                                         |                             | ✓                                    |
| <b>HIGH-QUALITY, TIME-SAVING RESOURCES</b>                                                                                                                             |                             |                                      |
| Monthly newsletter featuring Washington and Federal Special Education compliance updates, resources, and professional development opportunities                        | ✓                           | ✓                                    |
| Assistance in selecting contracted supports (e.g. physical therapy, occupational therapy, speech-language pathology)                                                   | ✓                           | ✓                                    |
| E-Library of curated templates for data and service tracking (e.g. Washington-specific IEPO handbook, ELL Resources, WA-AIM resources)                                 | ✓                           | ✓                                    |
| <b>VALUABLE PROFESSIONAL DEVELOPMENT</b>                                                                                                                               |                             |                                      |
| Summer Institute, a multi-day shared learning opportunity to prepare strong systems, protocols, and practices for the school year ahead                                | One attendee                | Full SPED Team and One Administrator |
| Student Support Professional Learning Community focused on improving student outcomes by implementing high-leverage special education practices                        | One attendee                | Full SPED Team                       |
| Regional workshops provided by experts in areas such as PBIS, CPI, Trauma-informed Education, Academic Evaluation for SPED Eligibility                                 | 2 registrations / year      | 6 registrations / year               |
| Curated, onsite workshops for schoolwide and/or SPED-specific staff provided by experts in areas such as SPED 101, Autism 101, WA-AIM*                                 | 1 workshop / year           | 3 workshops / year                   |
| Registration for state-wide/regional workshops (e.g. OSPI MTSS Fest, OSPI Student Support Conference, Northwest PBIS Network Conference)                               |                             | 2 registrations / year               |
| Onsite Universal Design for Learning workshops*                                                                                                                        | 1 workshop / year           | 2 workshops / year                   |
| Onsite English Language Proficiency Standards and Linguistically Responsive Instructional Practices training, incorporating Project GLAD and SIOP strategies*          | 1 workshop / year           | 1 workshop / year                    |
| Onsite Diversity, Equity, and Inclusion workshops focused on cultural humility*                                                                                        | 1 workshop / year           | 3 workshops / year                   |
| Online Compliance Training Platform featuring required and recommended health and safety, civil rights, Section 504 and cultural competency trainings for school staff | ✓                           | ✓                                    |
| Submission for up to \$1000 in travel and lodging for TMC professional development participation (non-Puget Sound area schools only)                                   | ✓                           | ✓                                    |

\* 1 workshop = 3 hours, including pre-workshop planning and post-workshop consultation





## WA CHARTERS MEMBERSHIP 2019-2020

**School quality is the single most important factor in long-term sector-wide success and the success of WA Charters.**

A high-quality school meets the diverse needs of all its learners, demonstrates high levels of student achievement, retains talented staff, and is financially and operationally healthy.

As a membership organization, WA Charters provides operating schools with responsive, differentiated services and supports to achieve and maintain a high degree of quality. As the sector in Washington develops, we anticipate that these services will grow and change as the needs of our schools evolve. A full listing of our current technical assistance offerings for member schools is provided below. Schools in their planning year pay \$500 and operating schools pay \$5.00/student annually.

WA Charters provides the following **sector-wide supports** to member schools:

### Sector-wide Communications

- Cultivation, coordination, and promotion of positive earned media stories
- Ongoing paid digital media campaigns to increase awareness of charter public schools
- Sector-wide messaging, trainings, and tools
- Website resources including: blog focusing on sector success stories, school-finder tool, FAQ, growth and achievement data, and advocacy resources
- As needed, crisis communications support, including crafting and executing rapid response strategies

### Sector-wide Community Engagement

- Civic engagement and leadership opportunities for parents
- Legislator/community stakeholder school visits
- CBO relationship-building in new regions
- Regional Charter 101 sessions
- Coordination of city-wide community engagement efforts

### Sector-wide Policy and Advocacy

- Legal representation in sector-wide cases
- Legislative advocacy for charter issues
- Sector data collection
- Advocacy with authorizers, auditors, and relevant state-level organizations
- School-based advocacy capacity-building and support

### Sector-wide Networking and Collaboration

- Annual WA Charters Conference
- Quarterly Member Council meetings
- Charter Educators of Color Affinity Group

### Sector-wide School Development

- Aspiring Leaders Program
- School Leadership and Design Fellowship
- Strong Start Program

### Sector-wide Fundraising Supports

- Communication with regional and national donors about the charter public school landscape in Washington
- Application for state-level CSP grants fund for startup grant funding

WA Charters provides the following **planning and operating supports** to member schools:





## Communications

- Placement and promotion of positive earned media stories about schools
- Enrollment support through annual paid digital media campaigns (Facebook, Google, Twitter ads)
- Media training and customized crisis communications coaching and messaging
- Event support: live tweeting, support with media advisories and press releases
- School-specific features on WA Charters blog
- Bi-annual professional school photography with usage privileges

## Compliance

- On-demand regulatory guidance
- Monthly Commission updates and annual compliance calendar
- Membership to Washington Association of School Business Officials
- S-275 filing support for non-Skyward schools
- Regional truancy board development
- Access to the Washington Assessment of the Risks and Needs of Students (WARNS)

## Family and Community Engagement (FACE)

- Professional Learning Community for FACE staff
- Sponsorship of school community events and partners organizations
- Student recruitment and attendance compliance coaching
- Title 1 Parent and Family Engagement compliance support
- Support for school-based parent groups (training and coaching)

## Finance

- Planning, Implementation, and Operating grants
- Budget review and revenue forecasting
- Expense benchmarking consultation

## Fundraising

- Fundraising capacity assessment and plan development
- Trainings for staff, leaders, and parents
- Board fundraising capacity building
- Grant opportunities database and fundraising event tools and resources
- Grant application review and feedback and on-demand coaching
- Prospect list development and research support

## Governance

- OPMA / PRA trainings
- Board best practices trainings

## Instruction

- Sponsorships to UnboundED Standards Institute
- Relay Graduate School of Education Instructional Leadership Workshops
- Center for Educational Leadership Instructional Leadership Academy Cohort (includes school visits)

## Operations

- Bi-weekly Strong Schools Bulletin
- Operations listserv and collaborative
- Templates and guides resource bank and vendor directory
- On-site technical assistance

## Staff Recruitment

- Sponsorship at Teach For America Washington WAnderland event
- WSPA job fair table sponsorship
- WA Charters resume collection and job board
- WorkMonger headhunting services

## True Measure Collaborative (TMC) *(Additional membership fee)*

- Cultural humility and diversity, equity, and inclusion workshops
- Linguistically Responsive Instructional Practices workshops and Universal Design for Learning trainings
- Remote and on-site technical assistance
- Regional IEP Labs
- Professional Learning Community for Special Education staff





January 14, 2020

Cindi Williams, Chairperson  
Washington State Charter School Commission  
P.O. Box 40996  
Olympia, WA 98504-0996

Dear Chairperson Williams and Members of the Washington State Charter School Commission:

The Chelan-Douglas Land Trust (CDLT) is deeply committed to community partnerships. Over the last 35 years, our success has been based on a range of stakeholders coming together to preserve and steward our land. Our mission is to engage communities in conserving, caring for, and accessing the natural lands and waters that sustain North Central Washington. We envision thriving natural systems sustaining human communities in North Central Washington. As a mission aligned community-based organization, CDLT is excited to work with Pinnacles Prep in the upcoming years.

If Pinnacles Prep is granted a charter, CDLT will assist in place-based projects to the best of our ability. Possible points of collaboration could include:

- Allowing use of CDLT lands for education, and projects;
- Providing volunteers for field studies;
- Consulting with Pinnacles Prep facility to create and sustain student driven long term ecological research projects;
- Publishing student data and projects having to do with CLDT land in the Foothills;
- Working with Pinnacles Prep to create an internship for high school students rooted in conservation.

Over the last two decades, CDLT has worked extensively with ESD and local schools to ensure that kids are connected to nature. We look forward to collaborating with Pinnacles Prep.

Sincerely,



Jessica Kendall, MPH  
Associate Director





Partnering to achieve optimal health and  
wellness with compassion and respect for all.

**SINCE  
1972**

November 25, 2019

Cindi Williams, Chairperson  
Washington State Charter School Commission  
P.O. Box 40996  
Olympia, WA 98504-0996

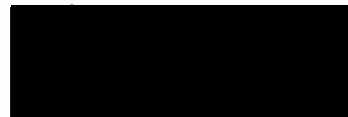
Dear Chairperson Williams and Members of the Washington State Charter School Commission:

Columbia Valley Community Health (CVCH) is a valued and sustainable community partner providing high quality, integrated, innovative and barrier-free healthcare. We practice and model healthful living and provide an environment where patients and employees feel inspired, welcomed, supported, and respected. As a mission aligned community based organization, CVCH is committed to work with Pinnacles Prep.

If Pinnacles Prep is granted a charter, CVCH will assist in evaluating the need/demand of the school population to determine services to provide. Possible points of collaboration include:

- Providing Pinnacles with the requirements and guidelines to be considered for School-Based Health Care (SBHC) services on site beginning in the 2021/2022 school year.
  - School Based Health Center Affiliation. Services to possibly include on site Behavioral, Medical, Dental, and Health Education Services
- Consulting with Pinnacles Prep facility sub-committee so to create a private, HIPAA-compliant space for SBHC services on the school campus
- Regularly schedule a mobile health center at the school campus. Mobile health center will serve not only PP students and families, but other neighborhood residents.
- Providing appropriate Pinnacles staff with information about the Girls on the Run program and decide if it's a relevant potential fitness offering at the school.

Thank you,



David Olson  
CEO





☎ 509-663-1117  
● ncrl.org  
16 N Columbia St  
Wenatchee, WA 98801

November 7, 2019

Cindi Williams  
Washington State Charter School Commission  
PO Box 40996  
Olympia WA 98504-0996

RE: Letter of Support

Dear Cindi,

We are pleased to submit this letter of support for Pinnacles Prep Public Charter School.

The North Central Regional Library (NCRL) looks forward to coordinating services to provide high-caliber educational opportunities to these Wenatchee Valley students. Our collaboration interests include:

- Providing ongoing STEM programming;
- Providing annual guided Snowschool lessons and activities;
- Providing annual nature hikes with access to NCRL's nature backpacks;
- Providing students and staff on-site access to NCRL's extensive collection of print and digital resources; and
- Providing makerspace access.

Sincerely,

A solid black rectangular box redacting the signature of Luke Ellington.

Luke Ellington, Bookmobile / Outreach Manager

A solid black rectangular box redacting the signature of Heather Inczauskis.

Heather Inczauskis, STEM Services Manager





January 15, 2020

Cindi Williams

Washington State Charter School Commission

PO Box 40996

Olympia, WA 98504-0996

Dear Ms. Williams,

My name is Caryl Andre, Recreation Supervisor for the City of Wenatchee Parks, Recreation & Cultural Services Department. I have recently been working with Sara Rolfs regarding possible future programs associated with the Charter School that may be coming to Wenatchee.

The South end of Wenatchee where the school is looking to locate could really benefit from an afterschool program during the hours of 3-6pm. We have run this type of program in the past and have had great success with neighborhood youth accessing and participating on a regular basis. The 3-6pm timeframe is such an important time for youth to be involved in something safe, positive and productive.

If I can offer any further information, please do not hesitate to get in contact at [candre@wenatcheewa.gov](mailto:candre@wenatcheewa.gov).

Sincerely,

Caryl Andre

Recreation Supervisor, City of Wenatchee Parks, Recreation & Cultural Services





# PINNACLES PREP

## PINNACLES PREP

### Section 21: Attachment 21

#### Contents:

- New Charter School Application Staffing Table



# NEW CHARTER SCHOOL APPLICATION STAFFING TABLE

Directions: Use the appropriate table below to outline your staffing plan for the school. Adjust or add functions and titles and add or delete rows as needed.

## Middle School Staffing Model and Rollout

|                                             | Year 1        | Year 2        | Year 3*       | Year 4        | Year 5        | Capacity      |
|---------------------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Principal                                   | 1             | 1             | 1             | 0.5           | 0.5           | 0.5           |
| Dean of Students and Culture                | 0             | 0             | 0             | 0.5           | 0.5           | 0.5           |
| Director of Finance and Operations          | 1             | 1             | 1             | 1             | 1             | 1             |
| Family and Community Engagement Coordinator | 1             | 1             | 1             | 1             | 1             | 1             |
| Classroom Teachers (Core Subjects)          | 6             | 9             | 12            | 9             | 9             | 9             |
| Classroom Teachers (Specialist)             | 0             | 0             | 1             | 2             | 2             | 2             |
| Counselor                                   | 0             | 0             | 1             | 0.5           | 0.5           | 0.5           |
| Special Education Specialist                | 1             | 1             | 1             | 1             | 1             | 1             |
| English-Language Learner Specialist         | 0.5           | 0.5           | 1             | 1             | 1             | 1             |
| Paraprofessionals                           | 0             | 0             | 1             | 1             | 1             | 1             |
| Administrative Assistant                    | 1             | 1             | 1             | 1             | 1             | 1             |
| <b>Total FTEs</b>                           | <b>11.5</b>   | <b>14.5</b>   | <b>21</b>     | <b>18.5</b>   | <b>18.5</b>   | <b>18.5</b>   |
| <b>Total Teacher-Student Ratio</b>          | <b>1:13.3</b> | <b>1:16</b>   | <b>1:11.5</b> | <b>1:12.8</b> | <b>1:12.8</b> | <b>1:12.8</b> |
| <b>Total Adult-Student Ratio</b>            | <b>1:8.6</b>  | <b>1:11.7</b> | <b>1:11.4</b> | <b>1:9.7</b>  | <b>1:9.7</b>  | <b>1:9.7</b>  |

\*In year three we add 9<sup>th</sup> grade students into our middle school facility, however we consider them high school students, and they will have their own foundational teachers. The staff that will be shared between grades 6-9 include: the principal, director of finance and operations, family and community engagement coordinator, specials teacher, the special education and English language learner specialist, and the counselor. We've added the 9<sup>th</sup> grade population and core teachers to this third year.



## High School Staffing Model and Rollout

|                                     | Year 1 | Year 2 | Year 3* | Year 4       | Year 5        | Capacity      |
|-------------------------------------|--------|--------|---------|--------------|---------------|---------------|
| Principal                           |        |        |         | 0.5          | 0.5           | 0.5           |
| Dean of Students and Culture        |        |        |         | 0.5          | 0.5           | 0.5           |
| Classroom Teachers (Core Subjects)  |        |        |         | 6            | 7             | 8             |
| Classroom Teachers (Specials)       |        |        |         | 1            | 1             | 1             |
| Counselor                           |        |        |         | 0.5          | 0.5           | 0.5           |
| Special Education Specialist        |        |        |         | 1            | 2             | 2             |
| English-Language Learner Specialist |        |        |         | 1            | 1             | 1             |
| Paraprofessionals                   |        |        |         | 1            | 1             | 1             |
| Business and Operations Manager     |        |        |         | 1            | 1             | 1             |
| <b>Total FTEs</b>                   |        |        |         | <b>12.5</b>  | <b>14.5</b>   | <b>15.5</b>   |
| <b>Total Teacher-Student Ratio</b>  |        |        |         | <b>1:12</b>  | <b>1:15</b>   | <b>1:18.4</b> |
| <b>Total Adult-Student Ratio</b>    |        |        |         | <b>1:9.6</b> | <b>1:12.4</b> | <b>1:15.4</b> |

\*In Year 3 we have 60 students in 9<sup>th</sup> grade who are reflected in the middle school staffing matrix on the previous page.





# PINNACLES PREP

## PINNACLES PREP

### Section 21: Attachment 22

#### Contents:

- AWSP Leadership Framework
- Get Better Faster Scope and Sequence
- Marzano Teacher Evaluation
- Uncommon Schools Culture Rubric



# THE AWSP LEADERSHIP FRAMEWORK FOR PRINCIPAL EVALUATION

*Association of Washington School Principals*





## Note: This Document is Under Revision

This document is an initial rollout of the AWSP Leadership Framework 3.0. AWSP is looking for districts from all nine ESDs who are willing to “test-drive” and review this draft by Feb. 1, 2020, to provide feedback that will inform the final version. The final version will be implemented statewide during the 2020-21 school year. If you are interested in becoming a Framework Feedback district, contact us by Nov. 1. Framework Feedback districts will receive a complimentary print copy of the Framework 3.0 draft for each administrator. Learn more at [www.awsp.org/framework](http://www.awsp.org/framework).

## Background

The AWSP Framework 3.0 is the result of a process that included an analysis of other school leadership frameworks, feedback from focus-groups and interviews with principals and their supervisors who have been using the original AWSP Framework. Like the frame of a house, this framework is designed to provide a foundation and structure for conversations leading to the development of building principals and assistant principals. Resources and commentary have been added to this version in order to support and emphasize the importance of growth-oriented conversations. Purposeful dialogue is what will bring this Framework to life.

## Changes

We’ve added consistency to the format across all eight criteria and levels of the rubrics. Additionally, the descriptions outside the rubric boxes have grown, while verbiage inside is more succinct. No leadership framework can encompass the complex role of the school principal—that was not our aim. Our goal was to create a document that provides structure for conversations leading to the improvement of leadership practices.

## Rating

Rating (assigning a numerical score) can be counterproductive and an unreliable use of a framework that has been designed to improve leadership practices. The overuse of mathematical calculations to derive a final “evaluative score” causes time-consuming distractions and can inhibit the holistic analyses of performance and results. The language of each rubric should be used as guidance, keeping in mind that leadership is nuanced and complex and should be contextualized within the unique opportunities, challenges, and goals of the school community. Words such as *minimal*, *measurable* and *significant* can only be understood and calibrated through growth-focused dialogue. Significant growth in one school may not be significant in another.

## Thank You

We thank the many educational leaders across our state who served as critical friends throughout the work. Their honest feedback and encouragement, based on a commitment to our profession, is a model for the conversations we hope this Framework facilitates between school leaders and those who support their growth.

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JASON SMITH, 2019 AWSP High School Principal of the Year

# CRITERION 1: CREATING A CULTURE

**Creating a school culture that promotes the ongoing improvement of teaching and learning for students and staff:** “Leaders ask, ‘What is essential, what needs to be done, and how can we get it done?’” (Knapp, Copland, Talbert, 2003, p12, as quoted in Murphy, 2006). An effective leader creates a culture that fosters mutual accountability; it becomes the responsibility of all staff to make sure that all students are successful. An effective leader advocates, nurtures, and sustains a school culture and instructional program that is welcoming, that is built on mutual trust, and that promotes student learning and staff professional growth. This criterion addresses five components of a school culture: developing and sustaining a shared mission and vision (1.1), promoting high-impact conversations (1.2), facilitating collaboration (1.3), distributing leadership (1.4) and responding to students’ characteristics and needs (1.5).



## 1.1 | CREATING A CULTURE

### Component 1.1 Develops and sustains focus on a shared mission and clear vision for improvement of teaching and learning:

A competent administrator recognizes the essential role of a clear and shared purpose (mission) for a school's work, and the key role a building leader plays in developing and sustaining a shared image (vision) of the way the school interacts (culture) as the foundation for promoting the teaching and learning of students and staff.

Administrators at the **Unsatisfactory** level display no awareness of this critical element, or worse, tolerate or perpetuate a school culture that discourages efforts to improve teaching and learning.

Those at the **Basic** level possess an emerging understanding of the positive impact of a shared culture on teaching and learning but have not consistently led work in this area and may not be able to fully articulate the school's mission when asked. At best, these leaders act as though making a school feel friendly is all they need to do to address culture.

**Proficient** administrators communicate a clear mission and vision for their school and base decisions on these beliefs—adults and students in these buildings can describe their administrator's values and are willing followers. As a result of this consistent vision and mission the teaching and learning in the school improves.

**Distinguished** school administrators lead the ongoing process for staff and members of the school community to discuss, develop and own a shared mission and vision for the school. This shared understanding of purpose is the foundation for interactions and behaviors at all levels, from the Leadership Team to the classroom to the parent meeting, and results in improved teaching and learning.

**The following elements are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the component.**

| ELEMENT                                         | UNSATISFACTORY                                                                                      | BASIC                                                                                                                                                                                       | PROFICIENT                                                                                                                                                       | DISTINGUISHED                                                                                                                                                                     |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communicates Mission and Vision</b>          | Does not believe a common mission or vision is needed for the improvement of teaching and learning. | Recognizes the connection between a common mission and vision in the improvement of teaching and learning but has not identified how to directly influence these in the work of the school. | Communicates a mission and vision of ongoing improvement in teaching and learning such that staff and students understand what the school is working to achieve. | Most or all of the stakeholders own the mission and vision, such that they independently advocate for and seek to achieve the mission and vision and communicate these to others. |
| <b>Aligns Mission and Vision with Behaviors</b> | Tolerates behaviors and activities not aligned with the school's mission and vision.                | Inconsistently connects the school's mission and vision with school behaviors and activities.                                                                                               | Consistently encourages and supports behaviors and activities that explicitly align with the school's mission and vision.                                        | Staff and students develop and implement behaviors and activities that consistently align with the mission and vision of the school.                                              |

*Although each component addresses individual elements, components should be rated as a whole.*

### EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Includes the mission and vision statements in school documents/websites; references the school's mission when explaining decisions; focuses on the essential rather than the routine; consistently connects actions to beliefs; engages in self-reflection; seeks the "why" before determining the "what;" leads a review of existing vision and mission statements; recognizes students and staff who demonstrate the mission and vision.



## 1.2 | CREATING A CULTURE

### Component 1.2 Engages in essential conversations for ongoing improvement of the school [See also 7.2]:

Developing and sustaining open and ongoing communication across and within all communities in a school is an essential skill for effective school leadership. Schools lacking honest, trusting conversations are incapable of successful collaboration and growth.

Administrators performing at the **Unsatisfactory** level in this Component are resistant or inaccessible to communicate with other members of the school community—communication is typically top-down. Their staff are equally reluctant to communicate effectively.

School leaders operating at the **Basic** level display an awareness of the value of ongoing discussion related to school-related issues, but do not consistently employ effective systems to maintain discussions or that include all constituents.

**Proficient** administrators take responsibility for promoting accurate and frequent school-level communication, build trust and communication skills within the staff, and create openings for honest conversations focused on high impact issues.

Administrators who are performing at the **Distinguished** level in this component are not only skilled at developing high-performing communication systems within a school but have also effectively expanded these systems to parents and others who make up the larger school community. Individuals within these school communities take responsibility for the flow of frequent and accurate feedback, focus their discussions on positive student aspirations, display respect and interest in the opinions of those with divergent points of view, and promote effective communication skills with their learners.

**The following elements are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the component.**

| ELEMENT                                            | UNSATISFACTORY                                                                                  | BASIC                                                                                                             | PROFICIENT                                                                                                                  | DISTINGUISHED                                                                                                                              |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Focuses Conversations on High Impact Topics</b> | Conversations with staff, students and stakeholders are off topic, shallow or confusing.        | Conversations with staff, students and stakeholders rarely focus on high impact issues and topics.                | Conversations with staff, students and stakeholders routinely focus on high-impact issues and topics.                       | Establishes and implements communication systems that focus staff, student and stakeholder conversations on high impact issues and topics. |
| <b>Sustains Two-way Communication</b>              | Communication with staff and students is top-down and discourages feedback.                     | Input from stakeholders is solicited, but not acted upon.                                                         | Creates and sustains productive two-way communication systems with staff and students.                                      | Creates systemic, two-way feedback loops used within staff and student groups.                                                             |
| <b>Addresses Communication Barriers</b>            | Creates or employs barriers to effective communication about ongoing improvement of the school. | Infrequently identifies or addresses barriers to effective communication about ongoing improvement of the school. | Provides leadership such that the effective communication about ongoing improvement of the school takes place barrier free. | Staff and students identify and reduce barriers to effective communication about ongoing improvement of the school.                        |

*Although each component addresses individual elements, components should be rated as a whole.*

### EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Holds difficult conversations with underperforming teachers; establishes scheduled meetings with each of the many groups within the school staff; converses intentionally rather than socially; shares the skills/temperament/knowledge that impact school improvement; develops and implements a civility policy; facilitates communication with families in their home language.



## 1.3 | CREATING A CULTURE

### Component 1.3 Facilitates collaborative processes leading toward continuous improvement of teaching and learning:

Relationships and teamwork, modeled and taught by an effective school leader, are the foundation for developing, implementing and monitoring the changes which lead to improvement of teaching and learning. Schools that nimbly address emerging needs and challenges are characterized by a high level of collaboration across grade levels, subject areas and the school community.

**Unsatisfactory** school leaders do not encourage staff collaboration, and may even discourage it by tolerating unhealthy, hierarchical and power-based interactions between staff. They exhibit a distrust or fear of genuine collaboration, and seek to maintain control through compartmentalization or by discouraging others from sharing ideas.

Leaders performing at the **Basic** level display some awareness of the need and value of collaboration within a school to improve teaching and learning, but are limited in the ways they promote this skill and expectation. Collaboration may only exist within select teams, or center on isolated topics.

**Proficient** school leaders teach, monitor and reinforce collaboration as an essential foundation for improving teaching and learning. They create and defend the time needed during the work day for collaboration to occur. They successfully work with staff members who are resistant to engaging openly with others towards a common goal. Proficient leaders process with others to clarify areas of responsibility and authority—empowering teams as much as possible.

Leaders consistently operating at the **Distinguished** level have expanded collaboration into cross-grade, cross-content and even cross-school settings. Staff and community members recognize that their input and involvement in making key decisions is valued and encouraged to the greatest level possible, and support the results of this collaboration, knowing that their contributions were considered before a final decision was reached. These individuals exhibit high levels of efficacy and ownership as a result.

**The following elements are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the component.**

| ELEMENT                   | UNSATISFACTORY                                                                                                                                                   | BASIC                                                                                                                                                                      | PROFICIENT                                                                                                       | DISTINGUISHED                                                                                                                                 |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Facilitates Collaboration | Demonstrates no understanding of the value of collaboration and trust—does not model, promote or facilitate collaboration among staff for teaching and learning. | Demonstrates some understanding of the value of collaboration and trust—occasionally models, promotes and facilitates collaboration among staff for teaching and learning. | Assumes responsibility for modeling, teaching and promoting collaboration among staff for teaching and learning. | Has created a culture in which staff willingly and autonomously model, promote and facilitate collaborate for teaching and learning.          |
| Implements Collaboration  | Tolerates behaviors (competition, unhealthy interactions) that impede collaboration among staff for teaching and learning.                                       | Displays emerging consensus-building and negotiation skills among staff for teaching and learning.                                                                         | Actively supports and facilitates collaborative processes among staff for teaching and learning.                 | Successfully creates systems that build the capacity of staff to collaborate across grade levels and subject areas for teaching and learning. |

*Although each component addresses individual elements, components should be rated as a whole.*

### EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Creatively seeks time during the work day for teams to collaborate; teaches teams the skills to collaborate; honors decisions made collaboratively; communicates that collaboration is a prerequisite for creating equal learning opportunities for students; links staff to others within the building who share similar work; provides information that enables informed decisions; offers feedback and consultation to individuals and groups making decisions; enforces the expectation of collaboration.



## 1.4 | CREATING A CULTURE

### Component 1.4 Promotes and distributes leadership:

Healthy schools are places of distributed leadership where a range of individuals at many levels lead the learning and actions of others. By flattening the leadership pyramid, an effective school leader expands the base of knowledge, ownership and competence, and builds a culture of competence that endures and positively influences the school long after the school leader has departed.

A school leader who limits opportunities for others to serve as leaders or who behaves as though no other staff member or student is capable of leading is performing at an **Unsatisfactory** level.

**Basic** performance in this component often looks fragmented—leadership is delegated to only a few staff or students or limited to low-impact topics. Leadership roles within the building are stagnant; the same few teachers or strata of students serve as leaders year after year.

**Proficient** school leaders invite and support others to take on leadership roles at developmentally appropriate levels.

**Distinguished** school leaders employ many others to lead the learning and problem solving in a school. These staff and student leaders are respected and appreciated by their peers. This flattening of the leadership pyramid fosters sustained growth of all and is not as highly impacted when the school leader is replaced.

**The following elements are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the component.**

| ELEMENT                | UNSATISFACTORY                                                          | BASIC                                                                                         | PROFICIENT                                                                                            | DISTINGUISHED                                                                                                              |
|------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Distributes Leadership | Offers no model or opportunity for distributed leadership among staff.  | Offers differing or limited opportunities for staff to serve in appropriate leadership roles. | Provides opportunities and invitations for a range of staff to serve in appropriate leadership roles. | Develops and depends upon structures that rely on many staff serving in appropriate leadership roles.                      |
| Shares Decision-Making | Makes decisions unilaterally.                                           | Decision-making is limited to selected individuals or groups.                                 | Those impacted by a decision have input before a decision is finalized.                               | Builds a sense of efficacy and empowerment that results in staff ownership for final decisions.                            |
| Develops Leaders       | Takes no responsibility for developing the leadership skills of others. | Takes limited responsibility for developing the leadership skills of others.                  | Routinely develops the leadership skills of building leaders and other staff.                         | Key staff develop the leadership skills of others by routinely teaching effective leadership skills to staff and students. |

*Although each component addresses individual elements, components should be rated as a whole.*

### EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Creates and frequently convenes a leadership team; delegates leadership opportunities to staff; encourages teacher leaders to guide the implementation of student achievement initiatives; coaches and guides staff leaders; creates and uses a decision-making matrix that clarifies authority and responsibilities; models and discusses successful principal leadership behaviors for assistant principals.



## 1.5 | CREATING A CULTURE

### Component 1.5 Creates and sustains a school culture that values and responds to the characteristics and needs of each learner [see also 2.2 and 8.2]:

The essential mission of any school—and the clearest representation of the impact of a school leader—is the degree to which the school’s culture, programs and staff equitably and effectively serve the learning needs of each student. Effective schools continually examine the characteristics of the student body and adjust programs and beliefs to align with these influences. No matter how large the school, each learner must be known and valued.

Leaders performing at the **Unsatisfactory** level allow a school to develop and sustain systems that put the needs of the adult staff above the needs of the students. Staff are permitted to discount the influence race, economic status and culture on a student’s readiness to learn. Adults in these buildings shift the blame for a student’s lack of academic progress on external causes rather than modify programs to meet each learner’s needs.

School leaders at the **Basic** level may display a growing recognition of the ways a learner’s culture and individual characteristics impact growth but have not systemically eradicated the fixed mindset of adult beliefs that some learners are not as capable as others based on their background. Adults in these schools have not been challenged to examine their preconceived expectations based on a student’s race, economic status, or societal influences.

**Proficient** school leaders guide the staff as they examine and respond to the internal and external expectations impacting each learner’s growth. They develop processes and systems that ensure that every student is seen as unique and deserving of opportunities and programs that meet his/her needs.

Leaders performing at the **Distinguished** level demand a school in which every student has an equal opportunity to learn and build a culture in which staff take the leadership in examining and responding to societal changes.

**The following elements are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the component.**

| ELEMENT                               | UNSATISFACTORY                                                                                         | BASIC                                                                                                                                                                           | PROFICIENT                                                                                                                                                      | DISTINGUISHED                                                                                                                                      |
|---------------------------------------|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Meets Common Needs</b>             | Does not address the common need for others to feel welcome, safe, capable, and known.                 | Makes attempts to meet common needs, but the attempts do not contribute to an improved building culture.                                                                        | Implements programs which create a building culture that meets the common needs for others to feel welcome, safe, capable, and known.                           | Leads the community to initiate programs that lead to measurable improvement in building culture.                                                  |
| <b>Meets Unique Needs</b>             | No effort made to address the unique economic, cultural or societal influences on individual learners. | Very little and/or ineffective effort is made to adjust school culture and programs to better meet the unique economic, cultural or societal influences on individual learners. | All influences are considered by administrator when planning for and responding to the unique economic, cultural or societal influences on individual learners. | All staff are knowledgeable, sensitive and effectively responsive to the unique economic, cultural and societal influences on individual learners. |
| <b>Communicates High Expectations</b> | Does not communicate high expectations for staff and students regarding school improvement.            | Conversations about school improvement infrequently express high expectations for staff and students.                                                                           | Conversations about school improvement regularly express high expectations for staff and students.                                                              | Staff and students consistently communicate high expectations for their ability to improve the school.                                             |

*Although each component addresses individual elements, components should be rated as a whole.*

### EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Implements child-study teams which examine the root causes of a student’s lack of growth; continually monitors the needs and attitudes within the student body; identifies sub-groups within the school population—and provides support tailored to their unique characteristics; designs ongoing staff development to teach adults how to effectively respond to the changing demographics within the school community; acknowledges and addresses the racial/economic/cultural influences on learners; positively impacts staff belief that all students can learn; seeks to hire and retain teachers and staff who represent the cultural background of the learners; develops and displays trust in the commitment of others to ongoing improvement.





## CRITERION 2:

# ENSURING SCHOOL SAFETY

**Providing for school safety:** An effective leader supports the community (both in and out of school) to develop a more nuanced/expanded understanding of what it means to be safe. Physical, emotional, and intellectual safety are critical and necessary conditions in order for effective teaching and learning to take place. This criterion addresses three areas of school safety: physical safety (2.1), social/emotional/intellectual safety (2.2), and identity safety (2.3).



## 2.1 | ENSURING SCHOOL SAFETY

### Component 2.1 Provides for physical safety:

Effective school administrators attend to the physical safety of staff, students, parents and others who come onto the school campus. They build and depend on systems that continually monitor and respond to new challenges, and advocate for facility improvements as needed.

School leaders performing at the **Unsatisfactory** level allow unsafe conditions to continue, and often have not created plans to effectively respond to emergencies. Their actions do not display a sense of responsibility for the physical safety of others.

School leaders at the **Basic** level recognize that physical safety is a responsibility of the school but have not implemented consistent systems to identify and address safety concerns. They may rely upon custodial or maintenance staff to worry about these kinds of things, or they may only pay attention to safety problems after someone has been hurt.

**Proficient** school leaders have built systems that routinely monitor the level of physical safety on the campus and assure that unsafe conditions are identified and addressed promptly. Plans are in place for the range of emergencies that may occur, and include emergency prevention, intervention, crisis response and recovery. A proficient school leader's building is clean, uncluttered and in good operating condition.

Those school leaders displaying a **Distinguished** level of performance in this component are strong advocates for the physical safety of all. They have built a culture in which students and staff take responsibility for bringing safety concerns to the attention of others and take an active role in keeping the campus physically safe.

**The following elements are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the component.**

| ELEMENT                          | UNSATISFACTORY                                                            | BASIC                                                                                               | PROFICIENT                                                                                                                                      | DISTINGUISHED                                                                                                                       |
|----------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Addresses Physical Safety</b> | Neglects to consider the physical safety of students and staff.           | Physically unsafe problems may be identified but are not always resolved in a timely manner.        | Physically unsafe problems are identified and the administrator is persistent in resolving them.                                                | Considers potentially unsafe physical concerns and implements preventive programs which result in a reduction of harm.              |
| <b>Implements a Plan</b>         | Does not maintain or implement a current school safety plan.              | A school safety plan exists but needs updating and/or is not widely known.                          | Maintains and implements a school safety plan, proactively monitors and updates the plan in response to new threats and changing circumstances. | In consultation with staff, students, and outside experts, updates and shares a school safety plan.                                 |
| <b>Implements Safety Drills</b>  | No safety drills for earthquake, fire, and intruder/lock-down take place. | Safety drills for earthquake, fire, and intruder/lock-down are sporadic or are not taken seriously. | Required drills are performed and staff and students follow the building procedures.                                                            | After required drills are conducted, students and staff are part of a feedback cycle to identify and address areas for improvement. |

*Although each component addresses individual elements, components should be rated as a whole.*

### EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Assures that ice is removed from walkways; conducts required safety drills; investigates and addresses the cause of an injury to staff or students; works with local police to manage traffic into and out of the campus; facilitates frequent Safety Committee meetings; creates and practices an effective parent-reunification plan; assures that judicially-issued no-contact orders are communicated and followed by key staff; advocates to district maintenance for needed facility repairs.



# GET BETTER FASTER SCOPE & SEQUENCE

## Top Action Steps Used by Instructional Leaders to Launch a Teacher's Development

| PHASE                                                         | MANAGEMENT TRAJECTORY:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | RIGOR TRAJECTORY:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p><b>PHASE 1:</b></p> <p><b>PRE-TEACHING (SUMMER PD)</b></p> | <p><b>DEVELOP ESSENTIAL ROUTINES &amp; PROCEDURES</b></p> <p><b>1. Routines &amp; Procedures 101:</b> Design and Roll out</p> <ul style="list-style-type: none"> <li>Plan &amp; practice critical routines and procedures moment-by-moment : <ul style="list-style-type: none"> <li>Explain what each routine means and what it will look like</li> <li>Write out what teacher and students do at each step, and what will happen with students who don't follow the routine</li> </ul> </li> <li>Plan &amp; practice the roll out: how to introduce routine for the first time: <ul style="list-style-type: none"> <li>Plan the "I Do": how you will model the routine</li> <li>Plan what you will do when students don't get it right</li> </ul> </li> </ul> <p><b>2. Strong Voice:</b> Stand and speak with purpose</p> <ul style="list-style-type: none"> <li>Square Up, Stand Still: when giving instructions, stop moving and strike a formal pose</li> <li>Formal Register: when giving instructions, use formal register, including tone and word choice</li> </ul> <p><i>*Note: Many other topics can be introduced during August training. What are listed above are the topics that should be addressed to reach proficiency. Other topics to introduce—even if the teachers will not yet master them—could be:</i></p> <ul style="list-style-type: none"> <li>Least invasive intervention</li> <li>Narrate the Positive</li> <li>Create a Challenge/Build Momentum</li> <li>Teacher Radar: know when students are off-task</li> <li>Do It Again: practice routines to perfection--have students do it again if it is not done correctly (and know when to stop Do It Again)</li> </ul> | <p><b>WRITE LESSON PLANS</b></p> <p><b>1. Develop Effective Lesson Plans 101:</b> Build the foundation of an effective lesson rooted in what students need to learn</p> <ul style="list-style-type: none"> <li>Write precise learning objectives that are <ul style="list-style-type: none"> <li>Data-driven (rooted in what students need to learn based on analysis of assessment results)</li> <li>Curriculum plan-driven</li> <li>Able to be accomplished in one lesson</li> </ul> </li> <li>Script a basic "I Do" as a core part of the lesson</li> <li>Design an exit ticket (brief final mini-assessment) aligned to the objective</li> </ul> <p><b>2. Internalize Existing Lesson Plans:</b> Make existing plans your own</p> <ul style="list-style-type: none"> <li>Internalize &amp; rehearse key parts of the lesson, including the "I Do" and all key instructions</li> <li>Build time stamps into the lesson plan and follow them</li> </ul> |



# GET BETTER FASTER SCOPE & SEQUENCE

## Top Action Steps Used by Instructional Leaders to Launch a Teacher's Development

| PHASE                          | MANAGEMENT TRAJECTORY:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | RIGOR TRAJECTORY:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>PHASE 2<br/>(DAYS 1-30)</b> | <b>ROLL OUT &amp; MONITOR ROUTINES</b><br><b>3. What to Do:</b> <ul style="list-style-type: none"> <li>Economy of Language: give crisp instructions with as few words as possible (e.g. 3-word directions). Check for understanding on complex instructions.</li> </ul> <b>4. Routines &amp; Procedures 201:</b> Revise and perfect them <ul style="list-style-type: none"> <li>Revise any routine that needs more attention to detail or is inefficient, with particular emphasis on what students and teachers are doing at each moment</li> <li>Do It Again: have students do the routine again if not done correctly the first time</li> <li>Cut it Short: know when to stop the Do It Again</li> </ul> <b>5. Teacher Radar:</b> Know when students are off task <ul style="list-style-type: none"> <li>Deliberately scan the room for on-task behavior:               <ul style="list-style-type: none"> <li>Choose 3-4 "hot spots" (places where you have students who often get off task) to scan constantly</li> <li>"Be Seen Looking": crane your neck to appear to be seeing all corners of the room</li> </ul> </li> <li>Circulate the room with purpose (break the plane):               <ul style="list-style-type: none"> <li>Move among the desks and around the perimeter</li> <li>Stand at the corners: identify 3 spots on the perimeter of the room to which you can circulate to stand and monitor student work</li> <li>Move away from the student who's speaking to monitor the whole room</li> </ul> </li> </ul> <b>6. Whole-Class Reset</b> <ul style="list-style-type: none"> <li>Implement a planned whole class reset to re-establish student behavioral expectations when a class routine has slowly weakened over previous classes</li> <li>Implement an "in-the-moment reset" when a class veers off task during the class period               <ul style="list-style-type: none"> <li>Example: Stop teaching. Square up. Give a clear What to Do: "Pencils down. Eyes on me. Hands folded in 3-2-1. Thank you: that's what Harvard looks like." Pick up tone &amp; energy again.</li> </ul> </li> </ul> | <b>INDEPENDENT PRACTICE</b><br><b>3. Write the Exemplar: Set the bar for excellence</b> <ul style="list-style-type: none"> <li>Script out the ideal written responses you want students to produce during independent practice</li> <li>Align independent practice to the rigor of the upcoming interim assessment</li> </ul> <b>4. Independent Practice:</b> Set up daily routines that build opportunities for students to practice independently <ul style="list-style-type: none"> <li>Write first, talk second: give students writing tasks to complete prior to class discussion, so that every student answers independently before hearing his or her peers' contributions</li> <li>Implement a daily entry prompt (Do Now) to either introduce the day's objective or review material from the previous day</li> <li>Implement and review a longer independent practice and/or a daily Exit Ticket (brief final mini-assessment aligned to your objective) to see how many students mastered the concept</li> </ul> <b>5. Monitor Aggressively:</b> Check students' independent work to determine whether they're learning what you're teaching <ul style="list-style-type: none"> <li>Create &amp; implement a monitoring pathway:               <ul style="list-style-type: none"> <li>Create a seating chart to monitor students most effectively</li> <li>Monitor the fastest writers first, then the students who need more support</li> </ul> </li> <li>Monitor the quality of student work:               <ul style="list-style-type: none"> <li>Check answers against your exemplar</li> <li>Track correct and incorrect answers to class questions</li> </ul> </li> <li>Pen in hand: Mark up student work as you circulate               <ul style="list-style-type: none"> <li>Use a coding system to affirm correct answers</li> <li>Cue students to revise answers using minimal verbal intervention (Name the error, ask them to fix it, tell them you'll follow up)</li> </ul> </li> </ul> |



# GET BETTER FASTER SCOPE & SEQUENCE

## Top Action Steps Used by Instructional Leaders to Launch a Teacher's Development

| PHASE                           | MANAGEMENT TRAJECTORY:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | RIGOR TRAJECTORY:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>PHASE 3<br/>(DAYS 31-60)</b> | <b>ENGAGE EVERY STUDENT</b><br><b>7. Build the Momentum</b> <ul style="list-style-type: none"> <li>Give the students a simple challenge to complete a task: <ul style="list-style-type: none"> <li>Example: "Now I know you're only 4th graders, but I have a 5th grade problem that I bet you could master!!"</li> </ul> </li> <li>Speak faster, walk faster, vary your voice, &amp; smile (Sparkle)</li> </ul> <b>8. Pacing:</b> Create the illusion of speed so that students feel constantly engaged <ul style="list-style-type: none"> <li>Use a hand-held timer to stick to the times stamps in the lesson &amp; give students an audio cue that it's time to move on</li> <li>Increase rate of questioning: no more than 2 seconds between when a student responds and a teacher picks back up instruction</li> <li>Use countdowns to work the clock ("do that in 5..4..3..2..1")</li> <li>Use Call and Response for key words</li> </ul> <b>9. Engage All Students:</b> Make sure all students participate: <ul style="list-style-type: none"> <li>Make sure to call on all students</li> <li>Cold call students</li> <li>Implement brief (15-30 second) Turn &amp; Talks</li> <li>Intentionally alternate among multiple methods in class discussion: cold calling, choral response, all hands &amp; turn and talks</li> </ul> <b>10. Narrate the Positive</b> <ul style="list-style-type: none"> <li>Narrate what students do well, not what they do wrong <ul style="list-style-type: none"> <li>"I like how Javon has gotten straight to work on his writing assignment."</li> <li>"The second row is ready to go: their pencils are in the well and their eyes are on me."</li> </ul> </li> <li>While narrating the positive and/or while scanning during a re-direct, look at the student(s) who are off-task</li> <li>Use language that reinforces students getting smarter: <ul style="list-style-type: none"> <li>Praise answers that are above and beyond or strong effort</li> </ul> </li> </ul> <b>11. Individual Student Corrections</b> <ul style="list-style-type: none"> <li>Anticipate student off-task behavior and rehearse the next two things you will do when that behavior occurs. Redirect students using the least invasive intervention necessary: <ul style="list-style-type: none"> <li>Proximity</li> <li>Eye contact</li> <li>Use a non-verbal</li> <li>Say student's name quickly</li> <li>Small consequence</li> </ul> </li> </ul> | <b>RESPOND TO STUDENT LEARNING NEEDS</b><br><b>6. Habits of Evidence</b> <ul style="list-style-type: none"> <li>Teach students to annotate with purpose: summarize, analyze, find the best evidence, etc.</li> <li>Teach and prompt students to cite key evidence in their responses</li> </ul> <b>7. Check for Whole-Group Understanding:</b> Gather evidence on whole group learning: <ul style="list-style-type: none"> <li>Poll the room to determine how students are answering a certain question. <ul style="list-style-type: none"> <li>"How many chose letter A? B? C? D?"</li> <li>[Students answer the question on whiteboard: "Hold up your whiteboards on the count of three..."]</li> </ul> </li> <li>Target the error: focus class discussion on the questions where students most struggle to answer correctly</li> </ul> <b>8. Re-teaching 101--Model:</b> Model for the students how to think/solve/write <ul style="list-style-type: none"> <li>Give students a clear listening/note-taking task that fosters active listening of the model, and then debrief the model: <ul style="list-style-type: none"> <li>"What did I do in my model?"</li> <li>"What are the key things to remember when you are doing the same in your own work?"</li> </ul> </li> <li>Model the thinking, not just a procedure <ul style="list-style-type: none"> <li>Narrow the focus to the thinking students are struggling with</li> <li>Model replicable thinking steps that students can follow</li> <li>Model how to activate one's own content knowledge and skills that have been learned in previous lessons</li> <li>Vary the think-aloud in tone and cadence from the normal "teacher" voice to highlight the thinking skills.</li> </ul> </li> <li>We Do and You Do: give students opportunities to practice with your guidance</li> </ul> |



# GET BETTER FASTER SCOPE & SEQUENCE

## Top Action Steps Used by Instructional Leaders to Launch a Teacher's Development

| PHASE                                  | MANAGEMENT TRAJECTORY:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | RIGOR TRAJECTORY:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><b>PHASE 4<br/>(DAYS 61-90)</b></p> | <p><b>SET ROUTINES FOR DISCOURSE</b></p> <p><b>12. Engaged Small Group Work:</b> Maximize the learning for every student during group work:</p> <ul style="list-style-type: none"> <li>• Deliver explicit step-by-step instructions for group work: <ul style="list-style-type: none"> <li>○ Make the group tasks visible/easily observable (e.g., a handout to fill in, notes to take, product to build, etc.)</li> <li>○ Create a role for every person (with each group no larger than the number of roles needed to accomplish the tasks at hand).</li> <li>○ Give timed instructions, with benchmarks for where the group should be after each time window</li> </ul> </li> <li>• Monitor the visual evidence of group progress <ul style="list-style-type: none"> <li>○ Check in on each group every 5-10 minutes to monitor progress</li> </ul> </li> <li>• Verbally enforce individual &amp; group accountability: <ul style="list-style-type: none"> <li>○ "You are five minutes behind; get on track."</li> <li>○ "Brandon: focus."</li> </ul> </li> </ul> | <p><b>LEAD STUDENT DISCOURSE 101</b></p> <p><b>9. Re-teaching 201—Guided Discourse:</b> Let students unpack their own errors &amp; build a solution</p> <ul style="list-style-type: none"> <li>• Show-Call: post student work (either an exemplar or incorrect response) &amp; ask students to identify why that answer is correct/incorrect</li> <li>• Stamp the understanding: <ul style="list-style-type: none"> <li>○ "What are the keys to remember when solving problems like these?" or "Can someone give me a rule?" (Students use their own words)</li> </ul> </li> <li>• Give them At-bats: give students opportunities to practice with your guidance</li> </ul> <p><b>10. Universal Prompts:</b> Push the thinking back on the students through universal prompts that could be used at any point:</p> <ul style="list-style-type: none"> <li>• Provide wait time after posing challenging questions</li> <li>• Pre-call: let a student who needs more time know you're calling him/her next</li> <li>• Roll back the answer: repeat the wrong answer back to the student (give student time to think and you time to build a plan!)</li> <li>• Ask universal prompts to push the student to elaborate: <ul style="list-style-type: none"> <li>○ "Tell me more."</li> <li>○ "What makes you think that?"</li> <li>○ "How do you know?"</li> <li>○ "Why is that important?"</li> </ul> </li> <li>• Close the loop: after correcting their error, go back to students with wrong answers to have them revise their answers</li> </ul> <p><b>11. Habits of Discussion:</b> Teach and model for students the habits that strengthen class conversation:</p> <ul style="list-style-type: none"> <li>• Keep neutral/manage your tell: don't reveal the right/wrong answer through your reaction to the student response.</li> <li>• Agree/Build off of: "I agree with ____ and I'd like to add...."</li> <li>• Disagree respectfully: "While I agree with [this part of your argument], I disagree with _____. I would argue...."</li> </ul> |



# GET BETTER FASTER SCOPE & SEQUENCE

## Top Action Steps Used by Instructional Leaders to Launch a Teacher's Development

| PHASE                              | MANAGEMENT TRAJECTORY:                                                                                           | RIGOR TRAJECTORY:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>STRETCH IT<br/>(NEXT STEPS)</b> | <p>None!</p> <p>Once you get this far, you can focus entirely on rigor and deepening your content knowledge.</p> | <p><b>LEAD STUDENT DISCOURSE 201</b></p> <p><b>12. Strategic Prompts:</b> Ask strategic questions to targeted students in response to student error</p> <ul style="list-style-type: none"> <li>Prompt students to access previously learned knowledge: <ul style="list-style-type: none"> <li>Point students to resources (notes, posted concepts and content)</li> <li>"What do we know about _____ [content students learned in previous classes]?"</li> <li>Use a prompting guide (e.g., <i>Great Habits</i>, <i>Great Readers</i> Guided Reading Prompting Guide) to design questions</li> </ul> </li> <li>Call on students based on their learning needs (data-driven) <ul style="list-style-type: none"> <li>Call on lower and middle-achieving students to unpack question</li> <li>If they struggle, try a higher achieving student</li> <li>If they are easily unpacking, try a lower achieving student</li> <li>Create a sequence of students to call on based on the rigor of each prompt (e.g., first ask middle student, then low, then high, etc.)</li> </ul> </li> <li>Students prompting students: push students to use habits of discussion to critique or push one another's answers <ul style="list-style-type: none"> <li>Probe deeper: "[Peer], have you considered this point....?"</li> </ul> </li> </ul> <p><b>13. Go Conceptual:</b> Get students to do the conceptual thinking</p> <ul style="list-style-type: none"> <li>Ask students to verbalize a conceptual understanding of content, not just the answer to a specific question: <ul style="list-style-type: none"> <li>"That's the procedure. Now tell me why that works."</li> <li>"Can you generalize that idea to apply to all problems like this one?"</li> <li>"Use the following terms [terms learned in previous classes] in restating your answer."</li> </ul> </li> <li>Upgrade vocabulary: ask students to use technical/academic language when answering questions: <ul style="list-style-type: none"> <li>"That's the right idea generally. Now state it again using proper mathematical/historical/scientific language."</li> <li>"Correct. Now state it again using your Academic Word Wall as a resource."</li> </ul> </li> <li>Stretch it: ask particular students to answer a more difficult extension to a given question <ul style="list-style-type: none"> <li>"What would the answer be if I changed it to [change the problem to something more complex]?"</li> <li>"Is there an alternative way to solve this problem/do this task?"</li> <li>"What do you think is the strongest counter-argument to yours and how would you refute it?"</li> </ul> </li> </ul> |



Top Action Steps Used by Instructional Leaders to Launch a Teacher's Development



# GIVING EFFECTIVE FEEDBACK:

See it. Name it. Do it.

|                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Prepare</b><br>During observation | <div>Prepare</div> <ul style="list-style-type: none"> <li>Have your tools in hand:             <ul style="list-style-type: none"> <li>Get Better Faster Scope &amp; Sequence, teacher lesson plan, video tool, observation tracker</li> </ul> </li> <li>Select the highest leverage, measurable, bite-sized action step</li> <li>Plan your feedback while observing:             <ul style="list-style-type: none"> <li>Fill out planning template</li> <li>Videotape while you observe: mark the time stamps in your planning template</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>See It</b><br>2-8 mins            | <div>See it: Success, Model, &amp; Gap</div> <p><b>See the Success:</b></p> <ul style="list-style-type: none"> <li>“We set a goal last week of _____ and I noticed how you [met goal] by [state concrete positive actions teacher took].”</li> <li>“What made that successful? What was the impact of [that positive action]?”</li> </ul> <p><b>See the Model:</b></p> <ul style="list-style-type: none"> <li>Narrow the focus: “Today, I want to dive into [specific element of lesson, action step area].”</li> <li>Prompt the teacher to name the exemplar:             <ul style="list-style-type: none"> <li>“What are the keys/criteria for success to _____ [action step/skill]? What is the purpose?”</li> <li>“What did you ideally want to see/hear when _____?”</li> <li>“What was your objective/goal for _____ [activity/lesson]? What did the students have to do to meet this goal/objective?”</li> </ul> </li> <li>(If unable to name the exemplar) Show a model—choose one:             <ul style="list-style-type: none"> <li>Show video of effective teaching: “What actions did the teacher take to do _____?”</li> <li>Model: “What do you notice about how I _____?” “What is the impact and purpose?”</li> <li>Connect to PD: “Think back to the PD on _____; what were the keys required for _____?”</li> <li>Debrief real-time feedback: “When I gave real-time feedback, what did I say? What did I do? What was the impact of the real-time feedback?”</li> <li>Read a one-pager or prompting guide: “What are the essential elements of _____?”</li> </ul> </li> </ul> <p><b>See the Gap:</b></p> <ul style="list-style-type: none"> <li>“What is the gap between [the model/exemplar] and class today? What keys were missing?”</li> <li>“What was the challenge in implementing [technique/content] effectively during the lesson?”</li> <li>(If unable to name the gap) Present the evidence:             <ul style="list-style-type: none"> <li>Present time-stamped video from observation: “What are the students doing? What are you doing?” “What is the gap between what we see in this part of the video and the [exemplar]?”</li> <li>Present classroom evidence: “Two students in the front row had their heads down during independent practice. How does this impact student learning?” “What is the gap between [the exemplar] and class today?”</li> <li>Present student work: “What is the gap between the [exemplar] and [student work] today?”</li> </ul> </li> </ul> |
| <b>Name it</b><br>2 mins             | <div>Action Step: What &amp; How</div> <p><b>Name the Action Step:</b></p> <ul style="list-style-type: none"> <li>“Based on what we discussed today, what do you think your action step should be?”</li> <li>“What are the key steps to take to close the gap?”</li> </ul> <p><b>Punch it:</b></p> <ul style="list-style-type: none"> <li>“So your action step today is _____”--state clearly and concisely:             <ul style="list-style-type: none"> <li><u>what</u> the teacher will work on (e.g., what-to-do directions)</li> <li><u>how</u> the teacher will execute (e.g., “1.Stand still, 2.Give a what-to-do direction, and 3.Scan”)</li> </ul> </li> <li>Have teacher restate the action step; then write it down</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |



|                                         | Plan, Practice, & Follow Up                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Do It</b><br/>Rest of meeting</p> | <p><b>Plan before Practice:</b></p> <ul style="list-style-type: none"> <li>• Script the changes into upcoming lesson plans               <ul style="list-style-type: none"> <li>○ “Where would be a good place to implement this in your upcoming lessons?”</li> <li>○ “What are all the actions you need to take/want to see in the students?”</li> <li>○ “Take three minutes to write up your plan.”</li> </ul> </li> <li>• Push to make the plan more precise and more detailed               <ul style="list-style-type: none"> <li>○ “What prompts will you use with students that we can practice today?”</li> <li>○ “Now that you’ve made your initial plan, what will do you if [state student behavior/response that will be challenging]?”</li> </ul> </li> <li>• (If struggling to make a strong plan) Model for the teacher and debrief:               <ul style="list-style-type: none"> <li>○ “Watch what I do and say as I model ____.” “What do you notice about how I did ____?”</li> </ul> </li> <li>• Perfect the plan               <ul style="list-style-type: none"> <li>○ “Those three steps look great. Let’s add ____ to your [script/lesson plan].”</li> </ul> </li> </ul> |
|                                         | <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>• Round 1: “Let’s Practice” or “Let’s take it live.”               <ul style="list-style-type: none"> <li>○ [When applicable] Stand up/move around classroom to simulate the feeling of class</li> <li>○ Pause the role play at the point of error to give immediate feedback</li> <li>○ Repeat until the practice is successful.</li> </ul> </li> <li>• Additional Rounds: master it while adding complexity:               <ul style="list-style-type: none"> <li>○ “Let’s try that again, but this time I will be [student x who is slightly more challenging].”</li> </ul> </li> <li>• (Once mastered) Lock it in:               <ul style="list-style-type: none"> <li>○ “How did what we practice meet or enhance the action step we named?”</li> <li>○ “Where did our practice fall short or meet the exemplar at the start of the meeting?”</li> </ul> </li> </ul>                                                                                                                                                                                                                                                            |
|                                         | <p><b>Follow up:</b></p> <ul style="list-style-type: none"> <li>• Plan for real-time feedback:               <ul style="list-style-type: none"> <li>○ Agree on a predetermined cue for next observation: “When I come in, I will observe for _____. If I see you struggling I will [give you a cue].”</li> </ul> </li> <li>• Set dates—both teacher and leader write them down:               <ul style="list-style-type: none"> <li>○ Completed Materials: when teacher will complete revised lesson plan/materials.</li> <li>○ Observation: when you’ll observe the teacher                   <ul style="list-style-type: none"> <li>§ “When would be best time to observe your implementation of this?”</li> <li>§ “When I review your plans, I’ll look for _____.”</li> <li>§ (Newer teacher): “I’ll come in tomorrow and look for this technique.”</li> </ul> </li> <li>○ (When valuable) Teacher Observes Master Teacher: when they’ll observe master teacher in classroom or via video implementing the action step</li> <li>○ (When valuable) Self-Video: when you’ll tape teacher to debrief in future meeting</li> </ul> </li> </ul>                                                       |



# Marzano Instructional Framework Aligned to Washington State Teacher Evaluation Criteria

## Domain 1: Observable Classroom Strategies and Behaviors

### Lesson Segments Involving Routines

#### #1 HIGH EXPECTATIONS FOR STUDENT ACHIEVEMENT

- 1.1 Provides clear learning goals and scales **DQ1**
- 1.2 Celebrates student success **DQ1**

#### #6 STUDENT DATA

- 6.3 Provides opportunities for students to self-reflect and track progress toward learning goals **DQ1**

#### #5 SAFE, POSITIVE LEARNING ENVIRONMENT

- 5.1 Organizes a safe physical layout of the classroom to facilitate movement and focus on learning **DQ6**
- 5.2 Reviews expectations regarding rules and procedures to ensure their effective execution **DQ6**

### Monitoring for the Desired Effect

How do you know the majority of students are getting it?

#### The Teacher

- ☐ Uses progress checks, i.e., exit tickets, clickers, white boards, etc.
- ☐ Monitors verbal and nonverbal responses
- ☐ Uses a system to record and rate important types of student cues, responses or participation
- ☐ Adjusts instruction to student cues, student participation, and/or progress

#### The Majority of Students

- ☐ Attend and respond to instruction

### Lesson Segments Addressing Content

#### #2 EFFECTIVE TEACHING PRACTICES

- 2.1 Helps students effectively interact with new knowledge **DQ2**
  - 2.1.1 Identifies critical information
  - 2.1.2 Organizes students in small groups to facilitate the processing of new knowledge
  - 2.1.3 Helps students to link prior knowledge to new content
  - 2.1.4 Chunks content into “digestible bites”
  - 2.1.5 Breaks presentation of content and engages students in processing new information
  - 2.1.6 Through questions or activities, students elaborate on new information
  - 2.1.7 Students record and represent knowledge in linguistic and/or nonlinguistic ways
  - 2.1.8 Students reflect on their learning and the learning process

#### 2.2 Helps students to practice and deepen knowledge **DQ3**

- 2.2.1 Reviews content, highlights critical information
- 2.2.2 Organizes students in groups to practice and deepen knowledge
- 2.2.3 Uses homework when appropriate (not routinely)
- 2.2.4 Students examine similarities and differences
- 2.2.5 Students examine errors in their own reasoning or the logic of information presented
- 2.2.6 Students practice skills, strategies, and/or processes
- 2.2.7 Students revise previous knowledge

#### 2.3 Organizes students for cognitively complex tasks (transfer and application) **DQ4**

#### 2.7 Uses and applies Academic Vocabulary

### Lesson Segments Enacted on the Spot

#### #2 EFFECTIVE TEACHING PRACTICES

- 2.6 Engages Students **DQ5**
  - 2.6.1 Notices when students are not engaged
  - 2.6.2 Uses academic games
  - 2.6.3 Manages response rates
  - 2.6.4 Uses physical movement
  - 2.6.5 Maintains a lively pace
  - 2.6.6 Demonstrates intensity and enthusiasm
  - 2.6.7 Uses friendly controversy
  - 2.6.8 Provides opportunities for students to talk about themselves
  - 2.6.9 Presents unusual or intriguing information

#### #5 SAFE, POSITIVE LEARNING ENVIRONMENT

- 5.3 Demonstrates awareness of classroom environment at all times (withitness) **DQ7**
- 5.4 Applies consequences for lack of adherence to rules and procedures **DQ7**
- 5.5 Acknowledges adherence to rules and procedures **DQ7**
- 5.6 Builds positive relationships with students by displaying objectivity and control **DQ8**

#### #1 HIGH EXPECTATIONS FOR STUDENT ACHIEVEMENT

- 1.3 Understanding students’ interests and backgrounds (positive relationships) **DQ8**
- 1.4 Demonstrates value and respect for all, including typically underserved students **DQ9**

#### #2 EFFECTIVE TEACHING PRACTICES

- 2.4 Asks questions of typically underserved students with the same frequency and depth as other students **DQ9**
- 2.5 Probes typically underserved students’ incorrect answers **DQ9**



# Marzano Instructional Framework Aligned to Washington State Teacher Evaluation Criteria

## Domain 2: Planning & Preparing

### Planning & Preparing

#### #3 DIFFERENTIATION

- 3.1 Plans and prepares for effective scaffolding of information within lessons and units that progresses toward a deep understanding and transfer of content **DQ10**
- 3.2 Uses data to plan and provide interventions that meet individual learning needs of students including the following:
  - ELL Students
  - Special Education Students
  - Students who come from home environments that offer little support

#### SG #3 STUDENT GROWTH CRITERION

- SG3.1 Establish subgroup growth goals
- SG3.2 Multiple sources of student data from at least 2 points in time show achievement of growth goals

#### #4 CONTENT KNOWLEDGE

- 4.1 Demonstrates a comprehensive understanding of the subject taught and the standards for the subject
- 4.2 Plans/prepares for use of available resources and technology

#### #6 STUDENT DATA

- 6.1 Designs instruction aligned to assessments that impact student learning
- 6.2 Uses multiple data elements to modify instruction and assessments

#### SG#6 STUDENT GROWTH CRITERION

- SG6.1 Establish whole class growth goals
- SG6.2 Multiple sources of student data from at least 2 points in time show achievement of growth goals

## Domain 3: Reflecting on Teaching

### Reflecting on Teaching

#### #2 INSTRUCTION

- 2.8 Reflects and evaluates the effectiveness of instructional performance to identify areas of pedagogical strength and weakness

#### #8 PROFESSIONAL PRACTICE

- 8.4 Pursues professional development based on his/her written growth and development plan, and monitors progress relative to that plan

## Domain 4: Collegiality & Professionalism

### Collegiality & Professionalism

#### #7 FAMILIES AND COMMUNITIES

- 7.1 Communicates with parents/guardians and school/communities in a timely and professional manner regarding courses, programs, school events and grade level expectations
- 7.2 Communicates individual student progress to parents/guardians in a timely and professional manner

#### #8 PROFESSIONAL PRACTICE

- 8.1 Collaborates with colleagues about student learning and instructional practices by seeking mentorship for areas of need or interest, and/or by mentoring other teachers through sharing ideas and strategies
- 8.2 Promotes positive interactions with colleagues and displays dependability through active participation
- 8.3 Participates in district and school initiatives

#### SG#8 STUDENT GROWTH CRITERION

- SG8.1 **Team goals:** Team establishes student growth goals, implements common measures and monitors growth

### Marzano Design Questions

1. What will I do to establish & communicate learning goals, track student progress, & celebrate success? **WaC1.1, 1.2, 6.3**
2. What will I do to help students effectively interact with new knowledge? **WaC2.1**
3. What will I do to help students practice & deepen their understanding? **WaC2.2**
4. What will I do to help students test hypotheses about new knowledge? **WaC2.3**
5. What will I do to engage students? **WaC2.6**
6. What will I do to establish or maintain classroom rules & procedures? **WaC5.1, 5.2**
7. What will I do to recognize & acknowledge adherence & lack of adherence to classroom rules & procedures? **WaC5.3, 5.4**
8. What will I do to establish & maintain effective relationships with students? **WaC1.3, 5.6**
9. What will I do to communicate high expectations for all students? **WaC1.4, 2.4, 2.5**
10. What will I do to develop effective lessons organized into a cohesive unit? **WaC3.1**

WaC = Washington State Components

From *The Art and Science of Teaching*



# The Marzano Teacher Evaluation Rubrics by Washington State

Version 1.1

| Criterion 1-8                                                                                                                                                                                                                                                                           |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Criterion 1: Centering instruction on high expectations for student achievement.                                                                                                                                                                                                        |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                         |
| <b>Component 1.1: Providing Clear Learning Goals and Scales:</b><br><i>The teacher communicates high expectations for learning by developing, aligning, and communicating clear daily learning targets and/or longer-term goals (grade-level standards) with rubrics for the goals.</i> |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                         |
| Unsatisfactory – 1                                                                                                                                                                                                                                                                      | Basic – 2                                                                                                                                                                                    | Proficient – 3                                                                                                                                                                                                                                                                                                      | Distinguished – 4                                                                                                                                                       |
| When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.                                                                                                                                                         | The teacher provides a stated learning target (daily) and/or learning goal (longer term) but the learning goal is not accompanied by a scale or rubric that describes levels of performance. | The teacher provides a clearly stated learning target (daily) and/or learning goal (longer term). The learning goal is accompanied by a scale or rubric that describes levels of performance. Additionally, the teacher monitors students' understanding of the learning target/goal and the levels of performance. | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |
| <b>Component 1.2: Celebrating Success:</b><br><i>The teacher celebrates student success relative to the learning targets and/or the learning goals.</i>                                                                                                                                 |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                         |
| Unsatisfactory – 1                                                                                                                                                                                                                                                                      | Basic – 2                                                                                                                                                                                    | Proficient – 3                                                                                                                                                                                                                                                                                                      | Distinguished – 4                                                                                                                                                       |
| When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.                                                                                                                                                         | The teacher provides students with recognition of their current status but not their knowledge gain relative to the learning goal.                                                           | The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status.                                                                                                      | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |
| <b>Component 1.3: Understanding Students' Interests and Backgrounds</b><br><i>The teacher builds positive relationships with students by understanding students' interests and background.</i>                                                                                          |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                         |
| Unsatisfactory – 1                                                                                                                                                                                                                                                                      | Basic – 2                                                                                                                                                                                    | Proficient – 3                                                                                                                                                                                                                                                                                                      | Distinguished – 4                                                                                                                                                       |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.                                                                                                                                                            | The teacher minimally uses students' interests and background during interactions with students.                                                                                             | The teacher uses students' interests and background during interactions with students and monitors the sense of community in the classroom.                                                                                                                                                                         | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |
| <b>Component 1.4: Demonstrating Value and Respect for Low Expectancy Students</b><br><i>The teacher demonstrates value and respect of all, including typically underserved students.</i>                                                                                                |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                         |
| Unsatisfactory – 1                                                                                                                                                                                                                                                                      | Basic – 2                                                                                                                                                                                    | Proficient – 3                                                                                                                                                                                                                                                                                                      | Distinguished – 4                                                                                                                                                       |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.                                                                                                                                                            | The teacher minimally uses verbal and nonverbal behaviors that indicate value and respect for students, with particular attention to those typically underserved.                            | The teacher uses verbal and nonverbal behaviors that indicate value and respect for students, with particular attention to those typically underserved, and monitors the quality of relationships in the classroom.                                                                                                 | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |



# The Marzano Teacher Evaluation Rubrics by Washington State

Version 1.1

| Criterion 1-8                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Criterion 2: Demonstrating effective teaching practices.                                                                                                                                                                                                                                                      |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                         |
| <b>Component 2.1: Interacting with New Knowledge</b><br><i>The teacher helps students effectively interact with new knowledge. (Development scales with which to set teacher growth goals are available for specific elements of this component – see Appendix)</i>                                           |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                         |
| Unsatisfactory – 1                                                                                                                                                                                                                                                                                            | Basic – 2                                                                                                                                                                                  | Proficient – 3                                                                                                                                                                                                                                                                                                                                                                                | Distinguished – 4                                                                                                                                                       |
| The teacher does not employ strategies designed to preview and introduce new knowledge in digestible chunks OR does so with significant errors or omissions.                                                                                                                                                  | The teacher employs strategies designed to preview and introduce new knowledge in digestible chunks BUT does not monitor the extent to which strategies have their desired effect.         | The teacher employs strategies designed to preview and introduce new knowledge in digestible chunks AND monitors the extent to which strategies have their desired effect, which includes: elaborating on critical information and summarizing it in linguistic and nonlinguistic ways.                                                                                                       | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |
| <b>Component 2.2: Organizing Students to Practice and Deepen Knowledge</b><br><i>The teacher helps students to practice and deepen their understanding of new knowledge. (Development scaled with which to set teacher growth goals are available for specific elements of this component – see Appendix)</i> |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                         |
| Unsatisfactory – 1                                                                                                                                                                                                                                                                                            | Basic – 2                                                                                                                                                                                  | Proficient – 3                                                                                                                                                                                                                                                                                                                                                                                | Distinguished – 4                                                                                                                                                       |
| The teacher does not employ strategies designed to practice skills and processes and critically analyze information OR does so with significant errors or omissions.                                                                                                                                          | The teacher employs strategies designed to practice skills and processes and critically analyze information BUT does not monitor the extent to which strategies have their desired effect. | The teacher employs strategies designed to practice skills and processes and critically analyze information AND monitors the extent to which strategies have their desired effect, which includes: developing fluency with skills and processes, determining similarities and differences between important information, and determining the validity and structure of important information. | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |
| <b>Component 2.3: Organizing Students for Cognitively Complex Tasks</b><br><i>The teacher provides resources and guidance and organizes students to engage in cognitively complex tasks involving application and transfer of new knowledge.</i>                                                              |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                         |
| Unsatisfactory – 1                                                                                                                                                                                                                                                                                            | Basic – 2                                                                                                                                                                                  | Proficient – 3                                                                                                                                                                                                                                                                                                                                                                                | Distinguished – 4                                                                                                                                                       |
| When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.                                                                                                                                                                               | The teacher organizes students and acts as a guide and resource provider but students primarily engage in low level tasks.                                                                 | The teacher organizes students and acts as a guide and resource provider as students engage in cognitively complex tasks and monitors the level to which students apply and transfer the new knowledge.                                                                                                                                                                                       | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |



# The Marzano Teacher Evaluation Rubrics by Washington State

Version 1.1

| Criterion 1-8                                                                                                                                                                                |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Criterion 2: Demonstrating effective teaching practices.                                                                                                                                     |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                         |
| <b>Component 2.4: Asking Questions of Low Expectancy Students</b>                                                                                                                            |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                         |
| <i>The teacher asks questions of typically underserved students with the same frequency and depth as other students.</i>                                                                     |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                         |
| Unsatisfactory – 1                                                                                                                                                                           | Basic – 2                                                                                                                                                                | Proficient – 3                                                                                                                                                                                                                                                                                                                          | Distinguished – 4                                                                                                                                                       |
| When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.                                                              | The teacher asks questions of all students with the same frequency and depth but does not monitor the quality of participation.                                          | The teacher asks questions of all students with the same frequency and depth and monitors the quality of participation.                                                                                                                                                                                                                 | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |
| <b>Component 2.5: Probing Incorrect Answers with Low Expectancy Students</b>                                                                                                                 |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                         |
| <i>The teacher probes typically underserved students' incorrect answers in the same manner as other students' incorrect answers.</i>                                                         |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                         |
| Unsatisfactory – 1                                                                                                                                                                           | Basic – 2                                                                                                                                                                | Proficient – 3                                                                                                                                                                                                                                                                                                                          | Distinguished – 4                                                                                                                                                       |
| When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.                                                              | The teacher is not consistent in probing all students' incorrect answers.                                                                                                | The teacher probes all students' incorrect answers and monitors the level and quality of the responses.                                                                                                                                                                                                                                 | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |
| <b>Component 2.6: Noticing When Students Are Not Engaged</b>                                                                                                                                 |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                         |
| <i>The teacher uses various methods to engage students. (Development scales with which to set teacher growth goals are available for specific elements of this component – see Appendix)</i> |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                         |
| Unsatisfactory – 1                                                                                                                                                                           | Basic – 2                                                                                                                                                                | Proficient – 3                                                                                                                                                                                                                                                                                                                          | Distinguished – 4                                                                                                                                                       |
| The teacher does not monitor student engagement and apply re-engagement strategies as necessary OR does so with significant errors or omissions.                                             | The teacher monitors student engagement and applies re-engagement strategies as necessary BUT does not monitor the extent to which strategies have their desired effect. | The teacher monitors student engagement and applies re-engagement strategies as necessary AND monitors the extent to which strategies have their desired effect, which includes: enhanced energy and engagement and enhanced student participation in questioning activities and activities designed to analyze and review information. | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |



# The Marzano Teacher Evaluation Rubrics by Washington State

Version 1.1

| Criterion 1-8                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Criterion 2: Demonstrating effective teaching practices.                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                         |
| <b>Component 2.7: Using and Applying Academic Vocabulary</b><br><i>The teacher identifies appropriate academic vocabulary aligned to the learning targets and uses various strategies for student acquisition.</i>                                         |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                         |
| Unsatisfactory – 1                                                                                                                                                                                                                                         | Basic – 2                                                                                                                                                                                                                                                               | Proficient – 3                                                                                                                                                                                                                                                                         | Distinguished – 4                                                                                                                                                       |
| The teacher does not identify important academic vocabulary specific to the lesson or does so in a manner that does not reflect the critical content.                                                                                                      | The teacher identifies important academic vocabulary specific to the lesson and makes students aware of the meaning of these terms BUT does not monitor the extent to which students have internalized the meaning of these terms using their own background knowledge. | The teacher identifies important academic vocabulary specific to the lesson and makes students aware of the meaning of these terms. Additionally, the teacher monitors the extent to which students have internalized the meaning of these terms using their own background knowledge. | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |
| <b>Component 2.8: Evaluating Effectiveness of Individual Lessons and Units</b><br><i>The teacher reflects on and evaluates the effectiveness of instructional performance to identify areas of pedagogical strength and weakness.</i>                      |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                         |
| Unsatisfactory – 1                                                                                                                                                                                                                                         | Basic – 2                                                                                                                                                                                                                                                               | Proficient – 3                                                                                                                                                                                                                                                                         | Distinguished – 4                                                                                                                                                       |
| The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.                                                                              | The teacher identifies specific strategies and behaviors on which to improve but does not select the strategies and behaviors that are most useful for his or her development.                                                                                          | The teacher determines how effective a lesson or unit was in terms of enhancing student achievement and identifies causes of success or failure.                                                                                                                                       | The teacher is a recognized leader in helping others identify areas of pedagogical strength and weakness.                                                               |
| Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.                                                                                                                                               |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                         |
| <b>Component 3.1: Effective Scaffolding of Information Within a Lesson</b><br><i>The teacher plans and prepares for effective scaffolding of information within lessons and units that progresses toward a deep understanding and transfer of content.</i> |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                         |
| Unsatisfactory – 1                                                                                                                                                                                                                                         | Basic – 2                                                                                                                                                                                                                                                               | Proficient – 3                                                                                                                                                                                                                                                                         | Distinguished – 4                                                                                                                                                       |
| The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.                                                                              | The teacher organizes lessons within a unit so that students move from surface to deeper understanding of content, but does not require students to apply the content in authentic ways.                                                                                | The teacher organizes content in such a way that each new piece of information clearly builds on the previous piece, and students move from understanding to applying the content through authentic tasks.                                                                             | The teacher is a recognized leader in helping others scaffold lessons and units that progress toward a deep understanding and transfer of content.                      |



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| Criterion 1-8                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                        |
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| Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                        |
| <b>Component 3.2: Planning and Preparing for the Needs of All Students</b><br><i>The teacher uses data to plan and provide interventions that meet individual student learning needs, including ELL, special education, and students who come from home environments that offer little support for schooling.</i> |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                        |
| Unsatisfactory – 1                                                                                                                                                                                                                                                                                                | Basic – 2                                                                                                                                                                                                                                                                                         | Proficient – 3                                                                                                                                                                                                                  | Distinguished – 4                                                                                                                                                                                                                                                                      |
| The teacher does not know or understand the intervention system or does not use the intervention system to address student needs.                                                                                                                                                                                 | The teacher identifies interventions that meet the needs of specific sub-populations (e.g., ELL, special education, and students who come from environments that offer little support for learning), but does not ensure that all identified students are adequately served by the interventions. | The teacher identifies and effectively employs interventions that meet the needs of specific sub-populations (e.g., ELL, special education, and students who come from environments that offer little support for learning).    | The teacher is a recognized leader in helping others employ interventions that meet the needs of specific sub-populations (e.g., ELL, special education, and students who come from environments that offer little support for learning).                                              |
| Student Growth Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                        |
| <b>Student Growth 3.1</b><br><i>Establish Student Growth Goal(s)</i>                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                        |
| Unsatisfactory – 1                                                                                                                                                                                                                                                                                                | Basic – 2                                                                                                                                                                                                                                                                                         | Proficient – 3                                                                                                                                                                                                                  | Distinguished – 4                                                                                                                                                                                                                                                                      |
| Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).                                            | Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).                                                            | Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). | Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). |
| <b>Student Growth 3.2:</b><br><i>Achievement of Student Growth Goal(s)</i>                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                        |
| Unsatisfactory – 1                                                                                                                                                                                                                                                                                                | Basic – 2                                                                                                                                                                                                                                                                                         | Proficient – 3                                                                                                                                                                                                                  | Distinguished – 4                                                                                                                                                                                                                                                                      |
| Growth or achievement data from at least two points in time shows no evidence of growth for most students.                                                                                                                                                                                                        | Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.                                                                                                                                                                   | Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.                                                                                                | Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.                                                                                                                                           |



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| <b>Criterion 1-8</b>                                                                                                                                                          |                                                                                                                                                                                                  |                                                                                                                                                                                                     |                                                                                                                                                                         |
| <b>Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.</b>                                                                           |                                                                                                                                                                                                  |                                                                                                                                                                                                     |                                                                                                                                                                         |
| <b>Component 4.1: Attention to Established Content Standards</b>                                                                                                              |                                                                                                                                                                                                  |                                                                                                                                                                                                     |                                                                                                                                                                         |
| <i>The teacher demonstrates a comprehensive understanding of the subject taught and the standards for the subject.</i>                                                        |                                                                                                                                                                                                  |                                                                                                                                                                                                     |                                                                                                                                                                         |
| <b>Unsatisfactory – 1</b>                                                                                                                                                     | <b>Basic – 2</b>                                                                                                                                                                                 | <b>Proficient – 3</b>                                                                                                                                                                               | <b>Distinguished – 4</b>                                                                                                                                                |
| The teacher does not demonstrate adequate knowledge of the subject and/or the standards for the subject.                                                                      | The teacher demonstrates an acceptable but incomplete knowledge of the subject and/or the standards for the subject.                                                                             | The teacher demonstrates a comprehensive knowledge of the subject and the standards for the subject.                                                                                                | The teacher is a recognized leader in helping others understand the subject and/or the standards for the subject.                                                       |
| <b>Component 4.2: Use of Available Resources and Technology</b>                                                                                                               |                                                                                                                                                                                                  |                                                                                                                                                                                                     |                                                                                                                                                                         |
| <i>The teacher plans and prepares for the use of available materials, including technology.</i>                                                                               |                                                                                                                                                                                                  |                                                                                                                                                                                                     |                                                                                                                                                                         |
| <b>Unsatisfactory – 1</b>                                                                                                                                                     | <b>Basic – 2</b>                                                                                                                                                                                 | <b>Proficient – 3</b>                                                                                                                                                                               | <b>Distinguished – 4</b>                                                                                                                                                |
| The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts. | The teacher identifies the available materials that can enhance student understanding but does not clearly identify or describe the manner in which they will be used.                           | The teacher identifies the available materials that can enhance student understanding and the manner in which they will be used.                                                                    | The teacher is a recognized leader in helping others plan and prepare for the use of available materials, including technology.                                         |
| <b>Criterion 5: Fostering and managing a safe, positive learning environment.</b>                                                                                             |                                                                                                                                                                                                  |                                                                                                                                                                                                     |                                                                                                                                                                         |
| <b>Component 5.1: Organizing the Physical Layout of the Classroom</b>                                                                                                         |                                                                                                                                                                                                  |                                                                                                                                                                                                     |                                                                                                                                                                         |
| <i>The teacher organizes a safe physical layout of the classroom to facilitate movement and focus on learning.</i>                                                            |                                                                                                                                                                                                  |                                                                                                                                                                                                     |                                                                                                                                                                         |
| <b>Unsatisfactory – 1</b>                                                                                                                                                     | <b>Basic – 2</b>                                                                                                                                                                                 | <b>Proficient – 3</b>                                                                                                                                                                               | <b>Distinguished – 4</b>                                                                                                                                                |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.                                                  | The teacher organizes the physical layout of the classroom to ensure safety, facilitate movement, and focus on learning but the classroom layout addresses only minimal aspects of these issues. | The teacher organizes the physical layout of the classroom to ensure safety, facilitate movement, and focus on learning and monitors the extent to which these activities enhance student learning. | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |
| <b>Component 5.2: Review Expectations to Rules and Procedures</b>                                                                                                             |                                                                                                                                                                                                  |                                                                                                                                                                                                     |                                                                                                                                                                         |
| <i>The teacher reviews expectations regarding rules and procedures to ensure their effective execution.</i>                                                                   |                                                                                                                                                                                                  |                                                                                                                                                                                                     |                                                                                                                                                                         |
| <b>Unsatisfactory – 1</b>                                                                                                                                                     | <b>Basic – 2</b>                                                                                                                                                                                 | <b>Proficient – 3</b>                                                                                                                                                                               | <b>Distinguished – 4</b>                                                                                                                                                |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.                                                  | The teacher establishes and reviews expectations regarding rules and procedures.                                                                                                                 | The teacher establishes and reviews expectations regarding rules and procedures and monitors the extent to which students understand the rules and procedures.                                      | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |



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| Criterion 1-8                                                                                                                                                                       |                                                                                                                             |                                                                                                                                                                             |                                                                                                                                                                         |
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| Criterion 5: Fostering and managing a safe, positive learning environment.                                                                                                          |                                                                                                                             |                                                                                                                                                                             |                                                                                                                                                                         |
| <b>Component 5.3: Demonstrating “With-it-ness”</b><br><i>The teacher demonstrates awareness of the classroom environment at all times (with-it-ness).</i>                           |                                                                                                                             |                                                                                                                                                                             |                                                                                                                                                                         |
| Unsatisfactory – 1                                                                                                                                                                  | Basic – 2                                                                                                                   | Proficient – 3                                                                                                                                                              | Distinguished – 4                                                                                                                                                       |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.                                                        | The teacher demonstrates awareness of classroom environment.                                                                | The teacher demonstrates awareness of classroom environment and monitors the effect on students’ behavior.                                                                  | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |
| <b>Component 5.4: Applying Consequences for Lack of Adherence to Rules and Procedures</b><br><i>The teacher applies consequences for lack of adherence to rules and procedures.</i> |                                                                                                                             |                                                                                                                                                                             |                                                                                                                                                                         |
| Unsatisfactory – 1                                                                                                                                                                  | Basic – 2                                                                                                                   | Proficient – 3                                                                                                                                                              | Distinguished – 4                                                                                                                                                       |
| The teacher does not apply consequences for not following rules and procedures.                                                                                                     | The teacher applies consequences for not following rules and procedures but does not do so in a consistent and fair manner. | The teacher applies consequences for not following rules and procedures in a consistent and fair manner and monitors the extent to which rules and procedures are followed. | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |
| <b>Component 5.5: Acknowledging Adherence to Rules and Procedures</b><br><i>The teacher acknowledges adherence to rules and procedures.</i>                                         |                                                                                                                             |                                                                                                                                                                             |                                                                                                                                                                         |
| Unsatisfactory – 1                                                                                                                                                                  | Basic – 2                                                                                                                   | Proficient – 3                                                                                                                                                              | Distinguished – 4                                                                                                                                                       |
| The teacher does not acknowledge adherence to rules and procedures.                                                                                                                 | The teacher acknowledges adherence to rules and procedures but does not do so in a consistent and fair manner.              | The teacher acknowledges adherence to rules and procedures in a consistent and fair manner and monitors the extent to which new actions affect students’ behavior.          | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |
| <b>Component 5.6: Displaying Objectivity and Control</b><br><i>The teacher builds positive relationships with students by displaying objectivity and control.</i>                   |                                                                                                                             |                                                                                                                                                                             |                                                                                                                                                                         |
| Unsatisfactory – 1                                                                                                                                                                  | Basic – 2                                                                                                                   | Proficient – 3                                                                                                                                                              | Distinguished – 4                                                                                                                                                       |
| When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.                                                        | The teacher behaves in an objective and controlled manner.                                                                  | The teacher behaves in an objective and controlled manner and monitors the effect on the classroom climate.                                                                 | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |



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| Criterion 1-8                                                                                                                                              |                                                                                                                                                                                             |                                                                                                                                                                                                                            |                                                                                                                                                                                  |
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| Criterion 6: Using multiple student data elements to modify instruction and improve student learning.                                                      |                                                                                                                                                                                             |                                                                                                                                                                                                                            |                                                                                                                                                                                  |
| <b>Component 6.1: Designing Instruction Aligned to Assessment</b>                                                                                          |                                                                                                                                                                                             |                                                                                                                                                                                                                            |                                                                                                                                                                                  |
| <i>The teacher designs instruction aligned to assessments that impact student learning.</i>                                                                |                                                                                                                                                                                             |                                                                                                                                                                                                                            |                                                                                                                                                                                  |
| Unsatisfactory – 1                                                                                                                                         | Basic – 2                                                                                                                                                                                   | Proficient – 3                                                                                                                                                                                                             | Distinguished – 4                                                                                                                                                                |
| The teacher does not design instruction with clear alignment to learning targets (daily) and/or learning goals (longer term).                              | The teacher designs instruction with assessments aligned to learning target (daily) and/or learning goal (longer term) but does not adapt those assessments to meet student learning needs. | The teacher designs instruction with assessments aligned to clearly stated learning target (daily) and/or learning goal (longer term). Those assessments are adapted to meet student learning needs.                       | The teacher adapts or creates new strategies designed to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |
| <b>Component 6.2: Using Multiple Data Elements</b>                                                                                                         |                                                                                                                                                                                             |                                                                                                                                                                                                                            |                                                                                                                                                                                  |
| <i>The teacher uses multiple data elements to modify instruction and assessments.</i>                                                                      |                                                                                                                                                                                             |                                                                                                                                                                                                                            |                                                                                                                                                                                  |
| Unsatisfactory – 1                                                                                                                                         | Basic – 2                                                                                                                                                                                   | Proficient – 3                                                                                                                                                                                                             | Distinguished – 4                                                                                                                                                                |
| The teacher does not examine multiple data points with the intent of modifying instruction and assessment or does so with significant errors or omissions. | The teacher examines a few data points and makes minimal adjustments to instruction and assessment based on the information.                                                                | The teacher examines multiple data points and makes changes to instruction and assessment based on the information. Additionally the teacher monitors the extent to which the changes result in enhanced student learning. | The teacher adapts or creates new strategies designed to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. |
| <b>Component 6.3: Tracking Student Progress</b>                                                                                                            |                                                                                                                                                                                             |                                                                                                                                                                                                                            |                                                                                                                                                                                  |
| <i>The teacher provides opportunities for students to self-reflect and track progress toward learning goals.</i>                                           |                                                                                                                                                                                             |                                                                                                                                                                                                                            |                                                                                                                                                                                  |
| Unsatisfactory – 1                                                                                                                                         | Basic – 2                                                                                                                                                                                   | Proficient – 3                                                                                                                                                                                                             | Distinguished – 4                                                                                                                                                                |
| When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.                            | The teacher facilitates tracking of student progress using a formative approach to assessment but does not monitor the extent to which this process enhances student learning.              | The teacher facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which this process enhances student learning.                                                     | The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.          |



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| <b>Criterion 1-8</b>                                                                                                                                                                                                        |                                                                                                                                                                                                                                      |                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                               |
| <b>Student Growth Criterion 6: Using multiple student data elements to modify instruction and improve student learning.</b>                                                                                                 |                                                                                                                                                                                                                                      |                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                               |
| <b>Student Growth 6.1</b>                                                                                                                                                                                                   |                                                                                                                                                                                                                                      |                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                               |
| <i>Establish Student Growth Goal(s)</i>                                                                                                                                                                                     |                                                                                                                                                                                                                                      |                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                               |
| <b>Unsatisfactory – 1</b>                                                                                                                                                                                                   | <b>Basic – 2</b>                                                                                                                                                                                                                     | <b>Proficient – 3</b>                                                                                                                                                                              | <b>Distinguished – 4</b>                                                                                                                                                                                                                                                      |
| Does not establish student growth goal(s) or establishes inappropriate goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). | Establishes appropriate student growth goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).                                          | Establishes appropriate student growth goal(s) for whole classroom. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).               | Establishes appropriate student growth goal(s) for students in collaboration with students and parents. These whole classroom goals align to school goal(s). Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). |
| <b>Student Growth 6.2</b>                                                                                                                                                                                                   |                                                                                                                                                                                                                                      |                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                               |
| <i>Achievement of Student Growth Goal(s)</i>                                                                                                                                                                                |                                                                                                                                                                                                                                      |                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                               |
| <b>Unsatisfactory – 1</b>                                                                                                                                                                                                   | <b>Basic – 2</b>                                                                                                                                                                                                                     | <b>Proficient – 3</b>                                                                                                                                                                              | <b>Distinguished – 4</b>                                                                                                                                                                                                                                                      |
| Growth or achievement data from at least two points in time shows no evidence of growth for most students.                                                                                                                  | Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.                                                                                                      | Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.                                                                   | Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.                                                                                                                                  |
| <b>Criterion 7: Communicating and collaborating with parents and the school community.</b>                                                                                                                                  |                                                                                                                                                                                                                                      |                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                               |
| <b>Component 7.1: Promoting Positive Interactions about Students and Parents - Courses, Programs and School Events</b>                                                                                                      |                                                                                                                                                                                                                                      |                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                               |
| <i>The teacher actively communicates and collaborates with parents/guardians and school/community regarding courses, programs, and school events.</i>                                                                       |                                                                                                                                                                                                                                      |                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                               |
| <b>Unsatisfactory – 1</b>                                                                                                                                                                                                   | <b>Basic – 2</b>                                                                                                                                                                                                                     | <b>Proficient – 3</b>                                                                                                                                                                              | <b>Distinguished – 4</b>                                                                                                                                                                                                                                                      |
| The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.                                               | The teacher attempts to communicate and collaborate with parents/guardians and school/community regarding courses, programs and school events relevant to the students', but does not necessarily do so in a timely or clear manner. | The teacher communicates and collaborates with parents/guardians and school/community regarding courses, programs and school events relevant to the students' in a timely and professional manner. | The teacher is a recognized leader in helping others communicate and collaborate with parents/guardians and school/community regarding courses, programs and school events relevant to the students'.                                                                         |
| <b>Component 7.2: Promoting Positive Interactions about Students and Parents – Timeliness and Professionalism</b>                                                                                                           |                                                                                                                                                                                                                                      |                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                               |
| <i>The teacher communicates individual student progress to parents/guardians in a timely and professional manner.</i>                                                                                                       |                                                                                                                                                                                                                                      |                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                               |
| <b>Unsatisfactory – 1</b>                                                                                                                                                                                                   | <b>Basic – 2</b>                                                                                                                                                                                                                     | <b>Proficient – 3</b>                                                                                                                                                                              | <b>Distinguished – 4</b>                                                                                                                                                                                                                                                      |
| The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.                                               | The teacher communicates individual students' progress to parents/guardians, but does not necessarily do so in a timely or clear manner.                                                                                             | The teacher communicates individual students' progress to parents/guardians in a timely and professional manner.                                                                                   | The teacher is a recognized leader in helping others communicate individual student progress to parents/guardians in a timely and professional manner.                                                                                                                        |



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| Criterion 1-8                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                               |                                                                                                                                                                                                  |
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| Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                               |                                                                                                                                                                                                  |
| <b>Component 8.1: Seeking Mentorship for Areas of Need or Interest</b><br><i>The teacher collaborates with colleagues about student learning and instructional practices by seeking mentoring for areas of need or interest, and/or by mentoring other teachers through the sharing of ideas and strategies.</i> |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                               |                                                                                                                                                                                                  |
| Unsatisfactory – 1                                                                                                                                                                                                                                                                                               | Basic – 2                                                                                                                                                                                                                                                                                        | Proficient – 3                                                                                                                                                                | Distinguished – 4                                                                                                                                                                                |
| The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.                                                                                                                                    | The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and/or mentors other teachers, but does not necessarily do so in a manner that enhances pedagogical skill.                                                                                         | The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and/or mentors other teachers in such a manner as to enhance pedagogical skill. | The teacher is a recognized leader in mentoring others in such a way as to enhance their pedagogical skill.                                                                                      |
| <b>Component 8.2: Promoting Positive Interactions with Colleagues</b><br><i>The teacher displays dependability through active participation.</i>                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                               |                                                                                                                                                                                                  |
| Unsatisfactory – 1                                                                                                                                                                                                                                                                                               | Basic – 2                                                                                                                                                                                                                                                                                        | Proficient – 3                                                                                                                                                                | Distinguished – 4                                                                                                                                                                                |
| The teacher makes little or no attempt to follow established norms or collective commitments. The teacher's behavior may be obstructing the functioning of the team/group.                                                                                                                                       | The teacher attempts to follow established norms or commitments but does not comply with all norms and collective commitments.                                                                                                                                                                   | The teacher follows established norms and collective commitments, contributing to the overall effectiveness of the team.                                                      | The teacher consistently models established norms and collective commitments. The teacher is a recognized leader in facilitating the team/group in resolving conflict for effective functioning. |
| <b>Component 8.3: Participating in District and School Initiatives</b><br><i>The teacher participates in district and school initiatives.</i>                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                               |                                                                                                                                                                                                  |
| Unsatisfactory – 1                                                                                                                                                                                                                                                                                               | Basic – 2                                                                                                                                                                                                                                                                                        | Proficient – 3                                                                                                                                                                | Distinguished – 4                                                                                                                                                                                |
| The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.                                                                                                                                    | The teacher is aware of the district and school initiatives, but does not participate at a level consistent with his or her talents and availability.                                                                                                                                            | The teacher participates in district and school initiatives at a level consistent with his or her talents and availability.                                                   | The teacher is a recognized leader in helping others be aware of and participate in district and school initiatives.                                                                             |
| <b>Component 8.4: Monitoring Progress Relative to the Professional Growth and Development Plan</b><br><i>The teacher pursues professional development based on his/her written growth and development plan and monitors progress relative to that plan.</i>                                                      |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                               |                                                                                                                                                                                                  |
| Unsatisfactory – 1                                                                                                                                                                                                                                                                                               | Basic – 2                                                                                                                                                                                                                                                                                        | Proficient – 3                                                                                                                                                                | Distinguished – 4                                                                                                                                                                                |
| The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.                                                                                                                                    | The teacher develops a written professional growth and development plan but does not articulate clear goals and timelines. The teacher charts his or her progress on the professional growth and development plan using established goals and timelines but does not make adaptations as needed. | The teacher develops a written professional growth and development plan with goals and timelines, charts his or her progress, and makes adaptations as needed.                | The teacher is a recognized leader in helping others develop professional growth and development plans.                                                                                          |



# The Marzano Teacher Evaluation Rubrics by Washington State

Version 1.1

| Criterion 1-8                                                                                                                                                                                                                            |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                |                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student Growth Criterion 8: Exhibiting collaborative and collegial practice focused on improving instructional practice and student learning.                                                                                            |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                |                                                                                                                                                                                          |
| Student Growth 8.1                                                                                                                                                                                                                       |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                |                                                                                                                                                                                          |
| <i>Establish Team Student Growth Goal(s)</i>                                                                                                                                                                                             |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                |                                                                                                                                                                                          |
| Unsatisfactory – 1                                                                                                                                                                                                                       | Basic – 2                                                                                                                                                                                                                 | Proficient – 3                                                                                                                                                                                                                 | Distinguished – 4                                                                                                                                                                        |
| Does not collaborate or reluctantly collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year. | Does not consistently collaborate with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year. | Consistently and actively collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year. | Leads other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year. |



# 2011-2012 SCHOOL CULTURE RUBRIC

Campus: \_\_\_\_\_ Date: \_\_\_\_\_

| SCHOOL-WIDE SYSTEMS     | Advanced                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Working Towards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Needs Improvement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Breakfast</b>        | <ul style="list-style-type: none"> <li>BB and breakfasts set out at 7:00 by custodian</li> <li>Teacher monitors are on time and are actively monitoring</li> <li>Room is silent</li> <li>95% of students are doing Brain Breakfast or independent reading without reminder</li> <li>100% of students are seated or moving with permission</li> <li>90% of students have arrived 5 minutes prior to Circle</li> <li>Transition to Circle is quiet and quick</li> <li>HW collection system runs seamlessly and requires no management from school leaders</li> <li>Systems guarantee that students leave eating area clean</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>BB and breakfasts set out at 7:00 by custodian</li> <li>Teacher monitors are on time and are mostly actively monitoring</li> <li>Room is silent</li> <li>90% of students are doing Brain Breakfast or independent reading without reminder</li> <li>90% of students are seated or moving with permission</li> <li>85% of students have arrived 5 minutes prior to Circle</li> <li>Transition to Circle is quiet and quick</li> <li>HW collection system runs seamlessly and requires no management from school leaders</li> <li>Systems guarantee that students leave eating area clean</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>BB and breakfasts are not yet set out upon student arrival at 7:00</li> <li>Teacher monitors are late and/or not actively monitoring</li> <li>Frequent reminders must be made to keep the room silent</li> <li>80% of students are doing Brain Breakfast or independent reading without reminder</li> <li>A significant number of students are moving about the cafeteria without permission</li> <li>80% of students have arrived 5 minutes prior to Circle</li> <li>Transition to Circle is inefficient</li> <li>HW collection system requires management from school leaders</li> <li>Some students clean up in eating area, but cafeteria is left somewhat messy</li> </ul>             | <ul style="list-style-type: none"> <li>BB and breakfasts are not yet set out upon student arrival at 7:00</li> <li>Teacher monitors are late and are not actively monitoring</li> <li>Frequent reminders must be made to keep the room silent</li> <li>Less than 80% of students are doing Brain Breakfast or independent reading without reminder</li> <li>A significant number of students are moving without permission</li> <li>Less than 80% of students have arrived 5 minutes prior to Circle</li> <li>Transition to Circle is inefficient requiring correction from teachers and school leaders</li> <li>HW collection system is not in place</li> <li>Cafeteria is left messy</li> </ul> |
| <b>Community Circle</b> | <ul style="list-style-type: none"> <li>Circle is organized such that all students can see and actively participate in circle activities.</li> <li>All circle topics address core values, college, or community needs.</li> <li>All students are silent and tracking the speaker.</li> <li>Students are engaged and participate enthusiastically.</li> <li>Leader encourages student participation through relevant questions and/or student presentation.</li> <li>Leader provides opportunity for teachers to present or give input.</li> <li>All transitions within circles are silent, smooth, and efficient.</li> <li>Leader always models taxonomy techniques (cold call, CFU, positive framing)</li> </ul> | <ul style="list-style-type: none"> <li>Circle is organized such that almost all students can see and actively participate in circle activities.</li> <li>Almost all circle topics address core values, college, or community needs.</li> <li>95% of students are silent and tracking the speaker.</li> <li>Students are engaged and participate.</li> <li>Leader encourages student participation through relevant questions and/or student presentation.</li> <li>Leader provides opportunity for teachers to present or give input.</li> <li>Transitions within circles are mostly silent, smooth, and efficient.</li> <li>Leader consistently models taxonomy techniques (cold call, CFU, positive framing)</li> </ul> | <ul style="list-style-type: none"> <li>Circle is somewhat unorganized such that some students are unable to see and participate in circle activities.</li> <li>Circle topics may not be connected to core values, college, or community needs.</li> <li>There are some side conversations and not all students are tracking the speaker.</li> <li>Students participate begrudgingly.</li> <li>Leader does not encourage student participation with questions or student presentation.</li> <li>Leader infrequently opens the floor for other adult voices.</li> <li>Transitions within circle can be noisy or take too long.</li> <li>Leader occasionally models taxonomy techniques (cold call, CFU, positive framing)</li> </ul> | <ul style="list-style-type: none"> <li>Circle is poorly organized, limiting students' ability to see and participate in circle activities.</li> <li>Circle topics are not connected to core values, college, or community needs.</li> <li>Side conversations disrupt the flow of Circle</li> <li>Students do not participate.</li> <li>Other adults do not participate.</li> <li>Transitions within circle are almost always noisy and take too long.</li> <li>Leader does not model taxonomy techniques (cold call, CFU, positive framing)</li> </ul>                                                                                                                                            |



## 2011-2012 SCHOOL CULTURE RUBRIC

| SCHOOL-WIDE SYSTEMS | Advanced                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Working Towards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Needs Improvement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Leader Tone</b>  | <ul style="list-style-type: none"> <li>Leaders are always upbeat, motivational, and inspiring.</li> <li>Positive Framing: leaders narrate the positive student behaviors (rather than calling out the negative) and use praise, challenge and aspiration to motivate the students</li> <li>Leaders are attentive to every detail in school and address those that are out of place immediately.</li> <li>Leaders carry themselves with confidence and authority so that students are keenly aware of their presence.</li> </ul>                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Leaders are most often upbeat, motivational, and inspiring with occasional moments of ineffective tone, language or delivery.</li> <li>Positive Framing: leaders almost always narrate the positive student behaviors (only rarely calling out the negative) and use praise, challenge and aspiration to motivate the students</li> <li>Leaders are attentive to most details in school and address those that are out of place quickly.</li> <li>Leaders carry themselves with confidence and authority so that students are aware of their presence.</li> </ul>                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Leaders seem overwhelmed or aloof and only make occasional attempts at being motivated and inspiring</li> <li>Leaders narrate negative rather than positive behaviors.</li> <li>Leaders are inconsistent with recognizing details and/or addressing those quickly.</li> <li>Acts of student misbehavior occur within the presence of the principal.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Leaders seem overwhelmed, aloof, and does not make occasional attempts at being motivated and inspiring.</li> <li>Leaders are mostly negative in their interactions with students and teachers</li> <li>Leaders do not recognize details and/or do not address those quickly.</li> <li>Acts of student misbehavior occur within the presence of the principal.</li> </ul>                                                                                                                                                                                                                                                                                                                                        |
| <b>Lunch</b>        | <ul style="list-style-type: none"> <li>Lunches are set up beforehand by custodian.</li> <li>Lunch lines are highly organized Teacher monitor completes lunch tracking system</li> <li>Lunch is served within 10 min</li> <li>Students are seated during lunch according to grade level.</li> <li>Transition to clean up and dismissal occur with little to no teacher intervention</li> <li>Students are engaged in polite conversation at a reasonable tone</li> <li>Students wipe tables, clean up the floor.</li> <li>Student leaders monitor that clean-up is complete</li> <li>Students respond immediately to hand clap signaling the end of lunch</li> <li>Dismissal is complete within 5 min.</li> <li>ES/MS: No movement without permission.</li> <li>ES/MS: Teachers are on time for pick-up from lunch</li> <li>ES/MS: Dismissal is silent.</li> </ul> | <ul style="list-style-type: none"> <li>Lunches are set up beforehand by custodian.</li> <li>Lunch lines are organized with minimal disruptions</li> <li>Teacher monitor completes lunch tracking system</li> <li>Lunch is served within 10 min</li> <li>Students are seated during lunch according to grade level.</li> <li>Transition to clean up and dismissal occur with little to no teacher intervention</li> <li>Students are engaged in polite conversation at a reasonable tone</li> <li>Students wipe tables, clean up the floor.</li> <li>Student leaders and teachers monitor that clean-up is complete.</li> <li>Students respond to hand clap signaling the end of lunch</li> <li>Dismissal is complete within 5 min.</li> <li>ES/MS: No movement without permission.</li> <li>ES/MS: Teachers are on time for pick-up from lunch</li> <li>ES/MS: Dismissal is silent.</li> </ul> | <ul style="list-style-type: none"> <li>Lunch is not yet set up when students arrive</li> <li>Lines are disorganized, making lunch tracking difficult</li> <li>Teacher monitors sometimes complete lunch tracking system</li> <li>Teachers and leaders have to give frequent reminders for clean-up</li> <li>Students need frequent reminders to be silent during clean-up/dismissal</li> <li>Student conversation is either loud or happens at inappropriate times</li> <li>Hand clap must be repeated in order for students to respond.</li> <li>After dismissal the cafeteria requires cleaning</li> <li>Dismissal is complete within 10 minutes.</li> <li>ES/MS: There is an excess of student movement during lunch</li> <li>ES/MS: Teachers arrive late for student pick-up</li> <li>ES/MS: Dismissal is quiet, but not silent.</li> </ul> | <ul style="list-style-type: none"> <li>Lunch is not yet set up when students arrive</li> <li>Lines are disorganized, making lunch tracking difficult</li> <li>Teacher monitor do not complete lunch tracking system</li> <li>Students do not clean up on their own</li> <li>Students need frequent reminders to be silent during clean-up/dismissal</li> <li>Students do not respond to the hand clap with silence and tracking.</li> <li>After dismissal the cafeteria requires cleaning</li> <li>Tone of lunch is loud or students are engaged in inappropriate discussions</li> <li>ES/MS: There is an excess of student movement during lunch</li> <li>ES/MS: Teachers arrive late for student pick-up</li> <li>ES/MS: Dismissal is loud</li> </ul> |



2011-2012 SCHOOL CULTURE RUBRIC

| SCHOOL-WIDE<br>SYSTEMS | Advanced | Proficient | Working Towards | Needs Improvement |
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## 2011-2012 SCHOOL CULTURE RUBRIC

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| <p><b>Check-Out<br/>Dismissal</b></p> | <ul style="list-style-type: none"> <li>○ ES/MS: Students will have materials ready for checkout before they enter the classroom. 90% of students are reading independently without adult instruction.</li> <li>○ ES/MS: Students are silent in the hallway and in the classroom without adult instruction.</li> <li>○ There are no students in hallways after dismissal.</li> <li>○ ES/MS: All teachers walk their detention/study hall students silently to the proper room; all teachers walk the remaining students silently to the exit. Students do not need reminders.</li> <li>○ Outside building teacher supervisor is present on time and creates pleasant but not silent environment for 15 mins. (not DTMS) Students do not require correction.</li> <li>○ Students outside are not running or touching one another</li> <li>○ Students must respond immediately to hand clap or other instruction.</li> <li>○ Transition back into building is silent without correction.</li> <li>○ Students begin homework automatically.</li> <li>○ Atmosphere is quiet and businesslike.</li> </ul> | <ul style="list-style-type: none"> <li>○ ES/MS: Students have materials ready for checkout without prompting as soon as they enter the classroom.</li> <li>○ ES/MS: Students are silent in the hallway and during the checkout process.</li> <li>○ There are few students in hallways after dismissal.</li> <li>○ ES/MS: All teachers walk their detention/study hall students silently to the proper room; all teachers walk the remaining students silently to the exit.</li> <li>○ Outside building teacher supervisor is present on time who creates pleasant but not silent environment for 15 mins. (not DTMS)</li> <li>○ Students outside are not running or touching one another</li> <li>○ Students must respond immediately to hand clap or other instruction.</li> <li>○ Transition back into building is silent.</li> <li>○ Students begin homework automatically.</li> <li>○ Atmosphere is quiet and businesslike.</li> </ul> | <ul style="list-style-type: none"> <li>○ ES/MS: Students need teacher prompting to get materials out for checkout</li> <li>○ ES/MS: Students have some side conversations during checkout process.</li> <li>○ There are many students in hallways after dismissal.</li> <li>○ ES/MS: Some teachers walk their detention/study hall students silently to the proper room; some walk the remaining students silently to the exit.</li> <li>○ Outside building teacher supervisor is sometimes late and and/or creates a loose environment for 15 mins. (not DTMS)</li> <li>○ Some students outside are running or touching one another.</li> <li>○ Students do not respond immediately to hand clap or other instruction the first time they are given.</li> <li>○ Transition back into building is quiet, but not silent.</li> <li>○ Students begin homework with teacher/leader instructions.</li> <li>○ Atmosphere is somewhat noisy.</li> </ul> | <ul style="list-style-type: none"> <li>○ ES/MS: Students need multiple teacher prompts to get materials out for checkout</li> <li>○ ES/MS: Students have numerous side conversations during checkout process.</li> <li>○ There are many students in hallways after dismissal.</li> <li>○ ES/MS: Few teachers walk their detention/study hall students silently to the proper room; few walk the remaining students silently to the exit.</li> <li>○ Outside building teacher supervisor is often late and and/or creates a loose environment for 15 mins. (not DTMS)</li> <li>○ Many students outside are running or touching one another.</li> <li>○ Students do not respond immediately to hand clap or other instruction the first time they are given and/or respond disrespectfully.</li> <li>○ Transition back into building is noisy.</li> <li>○ Students begin homework with multiple reminders of teacher/leader instructions.</li> <li>○ Atmosphere is noisy.</li> </ul> |
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# 2011-2012 SCHOOL CULTURE RUBRIC

| SCHOOL-WIDE SYSTEMS                                           | Advanced                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Working Towards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Needs Improvement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Student Discipline System (Paycheck/PRIDE/Check Sheet)</b> | <ul style="list-style-type: none"> <li>Teachers give dollars for appropriate reasons, at appropriate times</li> <li>Dollars taken away appropriately (not extremely; not beyond -5) and consistently</li> <li>A paycheck monitor has been established for every homeroom who is consistently accurate and honest</li> <li>Student dollar amounts/paycheck detention are posted weekly</li> <li>A system of tracking paycheck from week to week is in place</li> <li>Paycheck data is made available to teachers</li> <li>A system of incentives and rewards has been established for high paycheck earners that is consistently implemented</li> <li>NOTE: Use a different tool for elementary</li> </ul> | <ul style="list-style-type: none"> <li>Teachers give dollars for appropriate reasons, at appropriate times</li> <li>Dollars taken away appropriately (not extremely; not beyond -5) and consistently</li> <li>A paycheck monitor has been established for every homeroom who is consistently accurate and honest</li> <li>Student dollar amounts/paycheck detention are posted weekly</li> <li>A system of tracking paycheck from week to week is in place</li> <li>A system of incentives and rewards has been established for high paycheck earners</li> </ul> | <ul style="list-style-type: none"> <li>Teachers give dollars indiscriminately or as a tool for bribing students into compliance</li> <li>Dollars taken away inappropriately or dollar amounts are extreme</li> <li>Teachers rely solely on the paycheck system for management</li> <li>A paycheck monitor has been established for every homeroom</li> <li>Frequent errors in paycheck deductions occur</li> <li>Student dollar amounts/paycheck detention are posted on an inconsistent basis</li> <li>No system of tracking paycheck amounts has been implemented</li> <li>No system for paycheck rewards and incentives has been implemented</li> </ul> | <ul style="list-style-type: none"> <li>Teachers give dollars indiscriminately or as a tool for bribing students into compliance or teachers do not give dollars, using the paycheck solely as a punitive measure</li> <li>Dollars taken away inappropriately or dollar amounts are extreme</li> <li>Teachers rely solely on the paycheck system for management</li> <li>Paycheck monitors are not consistent from week</li> <li>Frequent errors in paycheck deductions occur</li> <li>Student dollar amounts/paycheck detention are not posted</li> <li>No system of tracking paycheck amounts has been implemented</li> <li>No system for paycheck rewards</li> </ul> |
| <b>Dress Code</b>                                             | <ul style="list-style-type: none"> <li>100% Shirts tucked in</li> <li>100% uniform belts, shoes, pants, dresses</li> <li>100% Student jewelry tucked in; no bracelets and small earrings (size of quarter or less)—not DTMS</li> <li>100% No extras (coats, non-uniform sweaters, etc.)</li> <li>Uniform discrepancies are identified and acted upon</li> </ul>                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>95% Shirts tucked in</li> <li>95% uniform belts, shoes, pants, dresses</li> <li>95% Student jewelry tucked in; no bracelets and small earrings (size of quarter or less)—not DTMS</li> <li>95% No extras (coats, non-uniform sweaters, etc.)</li> <li>Uniform discrepancies are identified and acted upon</li> </ul>                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>90% Shirts tucked in</li> <li>90% uniform belts, shoes, pants, dresses</li> <li>90% Student jewelry tucked in; no bracelets and small earrings (size of quarter or less)—not DTMS</li> <li>90% No extras (coats, non-uniform sweaters, etc.)</li> <li>Uniform discrepancies are identified and not acted upon</li> </ul>                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Less than 90% Shirts tucked in</li> <li>Less than 90% uniform belts, shoes, pants, dresses</li> <li>Less than 90% Student jewelry tucked in; no bracelets and small earrings (size of quarter or less)—not DTMS</li> <li>Less than 90% No extras (coats, non-uniform sweaters, etc.)</li> <li>Uniform discrepancies are not identified</li> </ul>                                                                                                                                                                                                                                                                               |
| <b>Common Spaces</b>                                          | <b>Common Spaces:</b> <ul style="list-style-type: none"> <li>Bulletin boards are attractive and promote student learning and the school's mission</li> <li>Bulletin boards are updated (student work is no more 3 – 4 weeks old)</li> <li>Clutter-free: bags, coats and other objects have a designated place</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                  | <b>Common Spaces:</b> <ul style="list-style-type: none"> <li>Bulletin boards are filled and promote student learning and the school's mission</li> <li>Mostly Clutter-free: almost all bags, coats and other objects have a designated place</li> </ul>                                                                                                                                                                                                                                                                                                          | <b>Common Spaces:</b> <ul style="list-style-type: none"> <li>Bulletin boards are inconsistently used to promote student learning/mission</li> <li>Somewhat cluttered: some bags, coats and other objects do not have a designated place</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Common Spaces:</b> <ul style="list-style-type: none"> <li>Bulletin boards are inconsistently used to promote student learning/mission</li> <li>Somewhat cluttered: some bags, coats and other objects do not have a designated place</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                     |



## 2011-2012 SCHOOL CULTURE RUBRIC

| TEACHER PROFICIENCIES                    | Advanced                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Working Towards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Needs Improvement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Positive Framing and Teacher Tone</b> | <ul style="list-style-type: none"> <li>90-100% of teachers are upbeat, positive, motivated, and inspiring in the classroom.</li> <li>The general tone of classroom is efficient, respectful and positive.</li> <li>Frequently narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students.</li> </ul>                                                                                                                                   | <ul style="list-style-type: none"> <li>75-90% of teachers are upbeat, positive, motivated, and inspiring in the classroom.</li> <li>The general tone of the classroom is efficient, respectful and positive.</li> <li>Narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students.</li> </ul>                                                                                                                                                          | <ul style="list-style-type: none"> <li>60-75% of teachers are upbeat, positive, motivated, and inspiring in the classroom.</li> <li>The general tone of the classroom is inconsistent in efficiency, respectfulness, and positivity.</li> <li>Does not use positive framing OR Narrates negative student behaviors as often as positive, or teacher does not use positive framing inconsistently using praise, challenge or aspiration to motivate students.</li> </ul>                                                            | <ul style="list-style-type: none"> <li>Most teachers are uninspiring and/or negative in the classroom</li> <li>The general tone of classroom is inefficient and/or negative.</li> <li>Does not use positive framing, and does not work to motivate students.</li> </ul>                                                                                                                                                                                                                                                       |
| <b>Student Joy &amp; Engagement</b>      | <ul style="list-style-type: none"> <li>Students seem to be joyful and excited to be in school</li> <li>90-100% of students are engaged in classroom activities.</li> <li>Older students internalize and model behavioral expectations without teacher supervision.</li> <li>100% of students exhibit STARS or professional posture</li> </ul>                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Most students seem to be joyful and excited to be in school</li> <li>80-90% of students are engaged in classroom activities.</li> <li>Older students internalize and model behavioral expectations with minimal teacher supervision.</li> <li>90% of students exhibit STARS or professional posture</li> </ul>                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>While many students seem joyful, there are notable instances of student arguments and/or lack of joy</li> <li>70-80% of students are engaged in classroom activities.</li> <li>The older students have not internalized behavioral expectations and are resistant to those expectations.</li> <li>70% of students exhibit STARS or professional posture</li> </ul>                                                                                                                          | <ul style="list-style-type: none"> <li>Students generally seem disinterested in school</li> <li>Less than 70% of students are engaged in classroom activities.</li> <li>The older students have not internalized behavioral expectations and are more resistant to those expectations than younger students</li> <li>Less than 70% of students exhibit STARS or professional posture</li> </ul>                                                                                                                               |
| <b>Strong Voice</b>                      | <ul style="list-style-type: none"> <li>Economy of language: minimal language is used to build student compliance</li> <li>Don't talk over students: adults never talk over student chitchat</li> <li>Do not engage: adults never engage student excuses/distractions during correction of student misbehavior</li> <li>Non-verbal authority: adults always use square up/stand still and proximity to maintain student compliance</li> <li>Quiet power: teacher always speaks slowly and quietly to develop compliance</li> </ul> | <ul style="list-style-type: none"> <li>Economy of language: minimal language is used to build student compliance</li> <li>Teachers/leaders rarely allow student side conversations while talking</li> <li>Teachers/leaders rarely engage student excuses/distractions during correction of student misbehavior</li> <li>Non-verbal authority: adults almost always use square up/stand still and proximity to maintain student compliance</li> <li>Quiet power: teacher almost always speaks slowly and quietly to develop compliance</li> </ul> | <ul style="list-style-type: none"> <li>More language is used than needed to build student compliance</li> <li>Teachers/leaders sometimes allow student side conversations while talking</li> <li>Teachers/leaders sometimes engage student excuses/distractions during correction of student misbehavior</li> <li>Non-verbal authority: adults sometimes use square up/stand still and proximity to maintain student compliance</li> <li>Quiet power: teacher sometimes speaks slowly and quietly to develop compliance</li> </ul> | <ul style="list-style-type: none"> <li>Teachers are so verbose that students do not understand compliance requested</li> <li>Student side conversations often occur while teacher is talking</li> <li>Teachers/leaders often engage student excuses/distractions during correction of student misbehavior</li> <li>Non-verbal authority: adults rarely use square up/stand still and proximity to maintain student compliance</li> <li>Quiet power: teacher rarely speaks slowly and quietly to develop compliance</li> </ul> |



## 2011-2012 SCHOOL CULTURE RUBRIC

| TEACHER PROFICIENCIES                 | Advanced                                                                                                                                                                                                                                                                                                                                                                   | Proficient                                                                                                                                                                                                                                                                                                                                      | Working Towards                                                                                                                                                                                                                                                                                                                                                           | Needs Improvement                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>What to Do</b>                     | <ul style="list-style-type: none"> <li>Directions are specific, concrete, sequential, observable steps; steps are small enough that every student easily complies</li> <li>Narrate compliance instead of telling what <u>not</u> to do</li> </ul>                                                                                                                          | <ul style="list-style-type: none"> <li>Directions are specific, concrete, sequential, observable steps; sometimes more specific steps need to be offered if a few students do not comply on first attempt</li> <li>Narrate compliance and instead of telling what <u>not</u> to do</li> </ul>                                                   | <ul style="list-style-type: none"> <li>Directions sometimes lack being specific, concrete, sequential and/or observable</li> <li>More specific directions are not offered is students do not comply</li> <li>Teacher sometimes narrates what <u>not</u> to do</li> </ul>                                                                                                  | <ul style="list-style-type: none"> <li>Directions are vague and difficult to follow/understand</li> <li>Teacher often narrates what <u>not</u> to do</li> </ul>                                                                                                                                                                                                                                                  |
| <b>100%</b>                           | <ul style="list-style-type: none"> <li>Least invasive interventions (mostly non-verbals, group reminders, positive framing)</li> <li>Less than 10% of class time is spent redirecting students</li> <li>100% of hands raised during review of material</li> <li>Expectations for group work</li> <li>100% of students are able to answer upon being cold-called</li> </ul> | <ul style="list-style-type: none"> <li>Least invasive interventions (some verbal and some non-verbal redirects)</li> <li>20% of class time spent redirecting students</li> <li>90% of hands raised during review of material</li> <li>Expectations for group work</li> <li>90% of students are able to answer upon being cold-called</li> </ul> | <ul style="list-style-type: none"> <li>Teacher mostly uses invasive interventions (verbal reminders and redirects; too much teacher talk)</li> <li>40% of class time spent redirecting students</li> <li>80% of hands raised during review of material</li> <li>Expectations for group work</li> <li>80% of students are able to answer upon being cold-called</li> </ul> | <ul style="list-style-type: none"> <li>Teacher uses all invasive interventions (verbal reminders and redirects; too much teacher talk; rhetorical questions)</li> <li>60% of class time spent redirecting students</li> <li>Less than 80% of hands raised during review of material</li> <li>Expectations for group work</li> <li>Less than 80% of students are able to answer upon being cold-called</li> </ul> |
| <b>Student Response to Correction</b> | <ul style="list-style-type: none"> <li>Immediate</li> <li>Silent</li> <li>Teacher correction is accomplished through direct eye contact</li> <li>Positive/Respectful</li> <li>Behavior does not reoccur within the same period</li> </ul>                                                                                                                                  | <ul style="list-style-type: none"> <li>Immediate</li> <li>Silent</li> <li>Teacher correction is nonverbal (tap on the desk, hand signal, etc)</li> <li>Positive/Respectful</li> <li>Behavior does not reoccur within the same period</li> </ul>                                                                                                 | <ul style="list-style-type: none"> <li>There is wait time before the action is corrected</li> <li>Teacher correction is verbal.</li> <li>Student responds but not immediately</li> <li>Student responds negatively, but corrects action (rolls eyes, sucks teeth, sigh)</li> <li>Student action has to be corrected multiple times within a period</li> </ul>             | <ul style="list-style-type: none"> <li>Student doesn't respond</li> <li>Student talks back (open defiance)</li> <li>Student only responds after the threat of a serious consequence.</li> </ul>                                                                                                                                                                                                                  |
| <b>Do it Again</b>                    | <ul style="list-style-type: none"> <li>Student group actions are done uniformly every time</li> <li>There is no evident need for "Do It Again;" it clearly has been done before</li> </ul>                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>When student group actions are done incorrectly (walking in hallway, taking out materials, etc), teacher has class repeat actions 100% of the time</li> <li>Actions are repeated until 100% of the students are compliant</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>When student group actions are done incorrectly (walking in hallway, taking out materials), teacher has class repeat actions 75%+ of the time</li> <li>Actions are repeated until 90% of the students are compliant</li> </ul>                                                                                                     | <ul style="list-style-type: none"> <li>Teacher does not ask student to repeat incorrect group actions regularly</li> <li>When repeated, student behavior still is noncompliant</li> </ul>                                                                                                                                                                                                                        |
| <b>Tracking</b>                       | <ul style="list-style-type: none"> <li>100% tracking of teachers</li> <li>90% tracking of peers</li> </ul>                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>100% tracking of teachers</li> <li>80% tracking of peers</li> </ul>                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>90% tracking of teachers</li> <li>70% tracking of peers</li> </ul>                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Less than 90% tracking of teachers</li> <li>Less than 70% tracking of peers</li> </ul>                                                                                                                                                                                                                                                                                    |



## 2011-2012 SCHOOL CULTURE RUBRIC

| CLASSROOM SYSTEMS                                          | Advanced                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Working Towards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Needs Improvement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Entry</b>                                               | <ul style="list-style-type: none"> <li>○ 90 – 100% of students enter the classroom in less than one minute</li> <li>○ 100% of teachers greet 100% of their students with a handshake and greeting</li> <li>○ All teachers ensure that 100% of students give eye contact and return the greeting. Students that do not comply are asked to re-greet</li> <li>○ 100% of students enter the classroom and follow set directions or classroom routines</li> <li>○ 100% of teachers are standing at the door waiting to receive students for their next class</li> <li>○ 100% of classes start on time or within 2 minutes of receiving class</li> <li>○ 90% of teachers notice 100% of student compliance issues (i.e. uniform issues, manners, etc.)</li> </ul> | <ul style="list-style-type: none"> <li>○ 80% - 90% of students enter the classroom in less than one minute</li> <li>○ 90% of teachers greet 100% of their students with a handshake and greeting</li> <li>○ 90% of teachers ensure that 100% of students give eye contact and return the greeting. Students that do not comply are asked to re-greet</li> <li>○ 90% of students enter the classroom and follow set directions or classroom routines</li> <li>○ 90% of teachers are standing at the door waiting to receive students for their next class</li> <li>○ 90% of classes start on time or within 2 minutes of receiving class</li> <li>○ 80% of teachers notice 100% of student compliance issues (i.e. uniform issues, manners, etc.)</li> </ul> | <ul style="list-style-type: none"> <li>○ 70% - 80% of students enter the classroom in less than one minute</li> <li>○ 70% - 80% of teachers greet 100% of their students with a handshake and greeting</li> <li>○ 80% of teachers ensure that 100% of students give eye contact and return the greeting. Students that do not comply are asked to re-greet</li> <li>○ 80% of students enter the classroom and follow set directions or classroom routines</li> <li>○ 80% of teachers are standing at the door waiting to receive students for their next class</li> <li>○ 80% of classes start on time or within 2 minutes of receiving class</li> <li>○ 70% of teachers notice 100% of student compliance issues (i.e. uniform issues, manners, etc.)</li> </ul> | <ul style="list-style-type: none"> <li>○ Less than 70% of students enter the classroom in less than one minute</li> <li>○ Teachers rarely greet students</li> <li>○ Less than 70% of students enter the classroom and follow set directions or classroom routines</li> <li>○ Less than 70% of teachers are standing at the door waiting to receive students for their next class</li> <li>○ Less than 80% of classes start on time or within 2 minutes of receiving class</li> <li>○ Less than 70% of teachers notice 100% of student compliance issues (i.e. uniform issues, manners, etc.)</li> </ul> |
| <b>Distributing/Collecting Work &amp; Lesson materials</b> | <ul style="list-style-type: none"> <li>○ 90 – 100% of teachers display evidence of a system for distributing/collecting work that is efficient, and routinized</li> <li>○ 90% - 100% of students are silent or engaged in an activity while work is being collected or distributed</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>○ 80% – 90% of teachers display evidence of a system for distributing/collecting work that is efficient, and routinized</li> <li>○ 80% - 90% of students are silent or engaged in an activity while work is being collected or distributed</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>○ 70% - 80% of teachers display evidence of a system for distributing/collecting work that is efficient, and routinized</li> <li>○ 70% - 80% of students are silent or engaged in an activity while work is being collected or distributed</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>○ Less than 70% of teachers display evidence of a system for distributing/collecting work that is efficient, and routinized</li> <li>○ Less than 70% of students are silent or engaged in an activity while work is being collected or distributed</li> </ul>                                                                                                                                                                                                                                                                                                    |



## 2011-2012 SCHOOL CULTURE RUBRIC

| CLASSROOM SYSTEMS                  | Advanced                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Proficient                                                                                                                                                                                                                                                                                                                                                                                             | Working Towards                                                                                                                                                                                                                                                                                                                                                                                                      | Needs Improvement                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Transition bet. activities</b>  | <ul style="list-style-type: none"> <li>○ Efficient, time-saving (30 sec) routine</li> <li>○ Silent or the talking is directly connected to the content</li> <li>○ Teacher initiated using economy of language (Teacher says “transition” and students move)</li> <li>○ Immediately after the transition students begin task.</li> <li>○ Students know how to adjust the physical setting. (MS/HS Teacher initiated).</li> <li>○ Evidence of a routine</li> </ul> | <ul style="list-style-type: none"> <li>○ Efficient, time-saving ( up to 1 min) routine</li> <li>○ Silent or the talking is directly connected to the content</li> <li>○ Teacher facilitated</li> <li>○ After the transition students are waiting for directions.</li> <li>○ Students know how to adjust the physical setting. (MS/HS Teacher facilitated).</li> <li>○ Evidence of a routine</li> </ul> | <ul style="list-style-type: none"> <li>○ Inefficient, more than one minute</li> <li>○ Off task talking, too noisy</li> <li>○ Teacher has to repeat directions.</li> <li>○ After the transition students are off task.</li> <li>○ Physical setting is not adjusted</li> <li>○ Not a clearly established routine, teacher has to redo the transition</li> </ul>                                                        | <ul style="list-style-type: none"> <li>○ Inefficient, more than one minute</li> <li>○ Off task talking, too noisy</li> <li>○ Teacher has to repeat directions.</li> <li>○ After the transition students are off task.</li> <li>○ Physical setting is not adjusted</li> <li>○ Not a clearly established routine, teacher has to redo the transition</li> </ul>                                                                                 |
| <b>Exit from Class</b>             | <ul style="list-style-type: none"> <li>○ Class ends on time with sufficient time to line up students</li> <li>○ Teacher uses a consistent system to have students line up that is organized, quick, and efficient</li> <li>○ Teacher ensures that the students are silent before leaving for the next class</li> <li>○ Teacher leads students to the next class</li> <li>○ During the transition the students remain silent without teacher reminder</li> </ul>  | <ul style="list-style-type: none"> <li>○ Class ends on time</li> <li>○ Teacher uses a consistent system to have students line up that is organized, quick and efficient</li> <li>○ Students are silent in line</li> <li>○ Teacher leads students to the next class</li> <li>○ During transition the students may need reminders to stay silent in line</li> </ul>                                      | <ul style="list-style-type: none"> <li>○ Class ends in a rushed or hurried way or goes over time</li> <li>○ Teacher lines up students in a disorganized way, or does not check to see that all students are ready to be lined up</li> <li>○ Students are talking in line</li> <li>○ Teacher does not lead students all the way to the next class</li> <li>○ During the transition students are not silent</li> </ul> | <ul style="list-style-type: none"> <li>○ Class ends late or in a rushed or hurried way</li> <li>○ No evidence of a systematic dismissal process is evident</li> <li>○ Students are openly talking in line</li> <li>○ Teacher does not lead students to the next class</li> <li>○ Students are loud and disorganized during the transition.</li> </ul>                                                                                         |
| <b>Transitions between classes</b> | <ul style="list-style-type: none"> <li>○ Hallways are silent (ES/MS)</li> <li>○ HS: 100% Students are speaking in a professional tone</li> <li>○ 100% of students make transition to class within the given amount of time</li> <li>○ All students are walking urgently to class</li> </ul>                                                                                                                                                                      | <ul style="list-style-type: none"> <li>○ 90% of the students are silent(ES/MS)</li> <li>○ HS: 80% Students are speaking in a professional tone 95% of students make transition to class within the given amount of time. Students who don't receive a clear consequence.</li> <li>○ Most students are walking urgently to class</li> </ul>                                                             | <ul style="list-style-type: none"> <li>○ 75% of the students are silent(ES/MS)</li> <li>○ HS: 70% Students are speaking in a professional tone 90% of students make transitions to class within the given amount of time. Students who don't receive a clear consequence.</li> <li>○ Students are inconsistently walking to class.</li> </ul>                                                                        | <ul style="list-style-type: none"> <li>○ Below 75% of the students are silent(ES/MS)</li> <li>○ HS: Less than 70% Students are speaking in a professional tone Less than 90% of students make transitions to class within the given amount of time. Students who don't receive a clear consequence.</li> <li>○ Students are running or roughhousing on the way to class.</li> <li>○ Students are purposely walking slowly to class</li> </ul> |



## 2011-2012 SCHOOL CULTURE RUBRIC

| CLASSROOM SYSTEMS                 | Advanced                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Working Towards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Needs Improvement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Student Binders/ Notebooks</b> | <ul style="list-style-type: none"> <li>100% of papers are filed (there are no loose papers in binders or backpacks)</li> <li>90% of all papers in student binders are in the appropriate section</li> <li>Binders are organized in chronological order</li> <li>Binder tabs are appropriate to subject matter</li> <li>Students can readily produce material from binder to use as resources</li> <li>100% of student binders reflect the teacher's organizational system</li> <li>Teacher monitors student binders twice per marking cycle</li> </ul>                                                                                                                          | <ul style="list-style-type: none"> <li>90% of student papers are filed</li> <li>80% of all papers in student binders are in the appropriate sections</li> <li>Binders are organized in chronological order</li> <li>Binder tabs are appropriate to subject matter</li> <li>90% of students can readily produce resources from their binders or notebooks</li> <li>90% of student binders reflect the teacher's organizational system</li> <li>Teacher monitors student binders once per marking cycle</li> </ul>                                                                                                                                                      | <ul style="list-style-type: none"> <li>80% of student papers are filed</li> <li>There are a significant amount of papers in the front or back pockets of the binders</li> <li>No attention paid to chronological ordering in the binder</li> <li>Binder tabs are not appropriate to subject area, or all work is being filed into one or two tabs</li> <li>80% of students can produce resources from their binders or notebooks</li> <li>80% of student binders reflect the teacher's organizational system</li> <li>Teacher does not monitor student binders</li> </ul>                                                                      | <ul style="list-style-type: none"> <li>Less than 80% of student papers are filed</li> <li>Many papers in the front or back pockets of the binders</li> <li>Binder has no chronological order</li> <li>Binder tabs are not appropriate to subject area or are misused/absent</li> <li>Less than 80% of students can produce resources from their binders or notebooks</li> <li>Less than 80% of student binders reflect the teacher's organizational system or there is no system</li> <li>Teacher does not monitor student binders</li> </ul>                                                                                                                  |
| <b>Assignment Pads/HW</b>         | <ul style="list-style-type: none"> <li>100% of students use an assignment pad to capture all homework assignments or 100% of high school students can produce their syllabi/agendas</li> <li>All homework assignments are posted as part of the daily agenda</li> <li>Teacher always allots ample time have students write down homework assignments</li> <li>Teacher takes time to explain directions on all non-routine homework assignments</li> <li>100% of students have a designated folder or notebook for each subject to keep all homework assignments</li> <li>Homework folders are used exclusively for homework and are free of clutter and older papers</li> </ul> | <ul style="list-style-type: none"> <li>90% of students use an assignment pad to capture all homework assignments/90% of all high school students can produce syllabi/agendas</li> <li>All homework assignments are posted as part of daily agenda</li> <li>Teacher allots ample time to have students write down homework assignments 90% of the time</li> <li>Teacher takes time to explain all non-routine homework assignments</li> <li>90% of all students have a designated folder or notebook for each subject to keep all homework assignments</li> <li>Homework folders are used exclusively for homework and are free of clutter and older papers</li> </ul> | <ul style="list-style-type: none"> <li>80% of students use an assignment pad to capture all homework assignments/80% of all high school students can produce syllabi/agendas</li> <li>Homework assignments inconsistently posted as part of daily agenda</li> <li>Teacher infrequently allots ample time to have students write down homework assignments</li> <li>Teacher does not preview homework assignments</li> <li>Less than 90% of students have a designated homework folder or notebook for each subject to keep all homework assignments</li> <li>Homework pads/agendas sloppy and cluttered with student work or papers</li> </ul> | <ul style="list-style-type: none"> <li>Less than 80% of students use an assignment pad to capture all homework/less than 80% of all high school students can produce syllabi/agendas</li> <li>Homework assignments are not posted as part of the daily agenda</li> <li>Teacher does not allot time to have students write down assignments</li> <li>Teacher does not preview homework assignment</li> <li>Less than 90% of students have a designated homework folder or notebook for each subject to keep all homework assignments</li> <li>Homework pads/agendas sloppy and cluttered with student work or papers or students do not have agendas</li> </ul> |



## 2011-2012 SCHOOL CULTURE RUBRIC

| CLASSROOM SYSTEMS            | Advanced                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Working Towards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Needs Improvement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Classroom Environment</b> | <p><b>Attractiveness—100% of classrooms are:</b></p> <ul style="list-style-type: none"> <li>○ Clutter-Free: clean with effective storage for materials, supplies, etc.</li> <li>○ Desk configuration makes sense and is not too tight/loose</li> <li>○ Teacher desk and surrounding area are clean and well-organized</li> <li>○ Classroom libraries (when applicable) are well organized and appealing to student readers</li> </ul> <p><b>Walls—100% of classroom walls have:</b></p> <ul style="list-style-type: none"> <li>○ Posted agenda, objectives &amp; HW</li> <li>○ Posted schedule, team list, &amp; bathroom signout sheet</li> <li>○ Signage supports learning objs</li> <li>○ High quality student work posted</li> <li>○ Instructional signage: word wall organized by content, unit or alphabetical; process steps</li> </ul> <p><b>Other Systems—100% of classes have:</b></p> <ul style="list-style-type: none"> <li>○ Clear, effective systems for student work, extra assignment copies, and plan for purged work</li> <li>○ Student bags and coats have a place</li> </ul> | <p><b>Attractive—90% of classrooms are:</b></p> <ul style="list-style-type: none"> <li>○ Mostly Clutter-Free: general cleanliness and storage for materials, supplies, etc.</li> <li>○ Desk configuration makes sense and is not too tight/loose</li> <li>○ Teacher desk and surrounding area are generally clean and organized</li> <li>○ Classroom libraries (when applicable) are organized</li> </ul> <p><b>Walls—90% of classroom walls have:</b></p> <ul style="list-style-type: none"> <li>○ Posted agenda, objectives &amp; HW</li> <li>○ Posted schedule, team list, &amp; bathroom signout sheet</li> <li>○ Signage supports learning objs</li> <li>○ High quality student work posted</li> <li>○ Instructional signage</li> </ul> <p><b>Other Systems—90% of classes have:</b></p> <ul style="list-style-type: none"> <li>○ Clear systems for student work, extra assignment copies, and plan for purged work</li> <li>○ Most student bags and coats have a place</li> </ul> | <p><b>Attractiveness—70% of classrooms:</b></p> <ul style="list-style-type: none"> <li>○ Mostly Clutter-Free: general cleanliness and storage for materials, supplies, etc.</li> <li>○ Desk configuration makes sense and is not too tight/loose</li> <li>○ Teacher desk and surrounding area are generally clean and organized</li> <li>○ Classroom libraries (when applicable) are organized</li> </ul> <p><b>Walls—70% of classroom walls have:</b></p> <ul style="list-style-type: none"> <li>○ Posted agenda, objectives &amp; HW</li> <li>○ Posted schedule, team list, &amp; bathroom signout sheet</li> <li>○ Signage supports learning objs</li> <li>○ High quality student work posted</li> <li>○ Instructional signage</li> </ul> <p><b>Other Systems—70% of classes have:</b></p> <ul style="list-style-type: none"> <li>○ Clear systems for student work, extra assignment copies, and plan for purged work</li> <li>○ Most student bags and coats have a place</li> </ul> | <p><b>Attractiveness—Most classrooms:</b></p> <ul style="list-style-type: none"> <li>○ Cluttered: disorganized and little storage for materials/supplies.</li> <li>○ Desk configuration doesn't make sense</li> <li>○ Teacher desk area is generally unorganized</li> </ul> <p><b>Walls—Most classroom walls do not have:</b></p> <ul style="list-style-type: none"> <li>○ Posted agenda, objectives &amp; HW</li> <li>○ Posted schedule, team list, &amp; bathroom signout sheet</li> <li>○ Signage supports learning objs</li> <li>○ High quality student work posted</li> <li>○ Instructional signage</li> </ul> <p><b>Other Systems—Most classes have:</b></p> <ul style="list-style-type: none"> <li>○ No systems for student work, extra assignment copies, etc.</li> <li>○ student bags and coats do not have a place</li> </ul> |





# PINNACLES PREP

**PINNACLES PREP**

**Section 22: Attachment 23**

Contents:

- Professional Development Schedule



## Section 22: Attachment 23: Professional Development Schedule

Professional Development at Pinnacles Prep is embedded in teacher work weeks and takes place weekly during Monday morning late start and during the following full-day meeting times:

- Four Full PD Weeks: scheduled to take place before the start of the school year
- 4 Full PD Days: scheduled in November, January, April, and June

In addition, teachers have common planning times in which they have data meetings and team meetings.

Over the course of a given school year, our faculty participate in approximately 399 hours—the equivalent of 49 days—of staff development. This does not include additional opportunities requested in teachers' Professional Growth Plans. The table below details what will take place to build teams and prepare teachers to deliver the unique and/or challenging aspects of the Pinnacles curriculum beginning in the summer of 2021 (see Annual Calendar in **Attachment 8**). The summer staff institute will be centered on learning about key parts of the Pinnacles Prep model and practicing their delivery.

| Topic                            | Description                                                                                                                                                                                                                                                                                                        | Time of Year                      | Resources                                                                                                                                                                                            |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mission, Vision, Values          | Teachers study the vision, mission, and core values of Pinnacles Prep. We build relationships with and match our personal values within these foundational documents.<br><br>We tour the Pinnacles Prep neighborhood and host a student/parent panel to get insight into anticipated student and family population | Staff Summer Institute (SSI) 2021 | Pinnacles Prep founding documents                                                                                                                                                                    |
| Diversity, Equity, and Inclusion | Quarterly book/article studies<br><br>Teachers learn and experience the protocols and practices we use at Pinnacles Prep: <ul style="list-style-type: none"><li>• Constructivist listening</li><li>• Discourse I and II</li><li>• Affinity Groups</li><li>• Empathy Interviewing</li></ul>                         | SSI 2021 and throughout           | <i>Everyday Anti-Racism</i> , Mica Pollock<br><i>Culturally Responsive Teaching and the Brain</i> , Zaretta Hammond<br><i>Onward</i> , Elena Aguilar<br><i>Other People's Children</i> , Lisa Delpit |
| Place-Based Education            | Teachers learn the rationale and vision for PBE and Quarterly Projects, review example projects, and plan differentiation for the first project                                                                                                                                                                    | SSI 2021                          | TSS Place Network                                                                                                                                                                                    |
| Advisory SEL Circle Model        | Staff engage in preliminary circle work centered around comprehensive human development in order to facilitate circles in their advisory groups                                                                                                                                                                    | SSI 2021                          | Valor Compass Framework                                                                                                                                                                              |



|                                                                  |                                                                                                                                                                                                                                                                                                                                                                                     |                      |                                                                                                                                                                                                                               |
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| Multi-Tiered Systems of Support (MTSS)                           | Staff will engage in and co-create the MTSS for behavior, academic and social dimensions<br>Staff will practice Tier 1 behavior systems                                                                                                                                                                                                                                             | SSI 2021             | Ci3T Framework documents                                                                                                                                                                                                      |
| Sheltered Instruction for English Language Learners (ELL)        | All teachers will receive sheltered instruction trainings for supporting ELL students. Elements include instructional strategies from Guided Language Acquisition Design (GLAD), and Sheltered Instruction Observation Protocol, (SIOP).                                                                                                                                            | SSI 2021             | <i>Making Content Comprehensible for Secondary English Learners: The SIOP Model</i> , Jana Echevarria, MaryEllen Vogt, Deborah J. Short<br><br>BEGlad online training<br><br>NCESD                                            |
| Observation and Feedback: A tool for teacher practice and growth | Teachers learn how Observation and Feedback functions at Pinnacles Prep with regard to classroom and school culture and rigor, as well as its connection to teacher evaluation.                                                                                                                                                                                                     | SSI 2021             | <i>Get Better Faster</i> , Paul Bambrick Santoyo                                                                                                                                                                              |
| Weekly PLC Data and Schoolwide Assessments                       | Teachers learn about the power of data-driven instruction and data meetings including expectations for lesson plans, lesson materials, assessment preparation and next steps.<br><br>Teachers learn how to administer school wide assessments, including student diagnostics and I-Ready, and protocols.<br><br>Teachers learn the PLC protocols and expectations for deliverables. | SSI 2021             | <i>Leverage Leadership 2.0, Driven By Data</i><br><br>Learning Pinnacles Prep Management System and Tracker, iReady                                                                                                           |
| Student-Centered Instructional Practices                         | Teachers learn and experience culturally responsive teaching and blended instructional practices for foundational course content.<br><br>Parent communication<br><br>Grading and report cards                                                                                                                                                                                       | SSI 2021 and ongoing | <i>Culturally Responsive Teaching and the Brain</i> , Zaretta Hammond<br><br><i>Blended Learning in Action: A Practical Guide Toward Sustainable Change</i> , Caitlin Tucker<br><br><i>Teach Like a Champion</i> , Doug Lemov |
| Safety and                                                       | Trauma-informed schools create structures that                                                                                                                                                                                                                                                                                                                                      | SSI                  | OSPI's The Heart of                                                                                                                                                                                                           |



|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                         |                                                                                                                                                                  |
|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Child Abuse: Trauma-informed best practice       | are predictable and consistent, particularly around transitions and classroom expectations. Teachers will learn to incorporate trauma-informed best practice into their routines to ensure a sense of belonging.                                                                                                                                                                                                                | 2021                    | Learning: Compassion, Resiliency, and Academic Success training manual                                                                                           |
| Health and Safety Training                       | <p>This includes a minimum of:</p> <ul style="list-style-type: none"> <li>• Bloodborne Pathogen Exposure Prevention</li> <li>• Child Abuse, Neglect, and Exploitation Prevention (mandated reporting)</li> <li>• Youth Suicide: Awareness and Prevention</li> <li>• CPR/First Aid</li> <li>• Health Emergencies: <ul style="list-style-type: none"> <li>○ Life-threatening Allergies</li> <li>○ Seizures</li> </ul> </li> </ul> | SSI 2021                | <p>Washington Schools Risk Management Pool Online Trainings</p> <p>Red Cross</p> <p>True Measure Collaborative's Learning Management System training modules</p> |
| Intervention and Support for Special Populations | <p>Provides information and practice opportunities on the most effective strategies for education of our special populations of students, including English-language learners and students with disabilities</p> <p>Co-teaching /effective teaching and planning between special education and ELL intervention specialist</p> <p>Protocols and routines for data driven instruction and structure for PEAK</p>                 | SSI 2021 and throughout | True Measure Collaborative, North Central Educational Services District                                                                                          |
| School Operations and Employee Handbook Overview | <p>Become familiar with and learn processes for school operations including and not limited to:</p> <ul style="list-style-type: none"> <li>• Discipline actions</li> <li>• Attendance</li> <li>• Requesting time off</li> <li>• Daily schedule</li> <li>• Non-student days</li> <li>• Benefits</li> </ul>                                                                                                                       | SSI 2021                | <p>Employee Handbook</p> <p>DRS/SEBB</p>                                                                                                                         |
| Full Day Dress Rehearsal                         | This is a best practice to ensure that all systems, structures, and schoolwide transitions and routine have been practiced by all staff and challenges can be worked out before students come to the building                                                                                                                                                                                                                   | SSI 2021                | <p>Master Schedule</p> <p>PBIS Matrix</p>                                                                                                                        |





# PINNACLES PREP

## PINNACLES PREP

### Section 23: Attachment 24

#### Contents:

- School Specific Goals Sheet
- i-Ready Results Summary
- Panorama Survey Results



## NEW CHARTER SCHOOL APPLICATION SCHOOL-SPECIFIC GOALS

This form is intended to launch the individual tailoring of the Commission *Performance Framework* for each school. As part of our goal to develop a *Performance Framework* that builds upon the evaluation lens utilized by the state, we believe each school's framework should contain measures that are representative of your individual program. Please incorporate your school-specific goals on this form. There should be one table completed for each proposed measure. All measures are subject to modification and approval by the Commission.

| Student Academic Goal #1: English Language Arts (ELA) and Mathematics Growth                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |                                 |
|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------------------------------|
| <b>School Mission and Vision</b>                                                                      | <p>School Mission: We exist to cultivate curious, confident, and self-directed students that lead and succeed in college, their careers, and their communities.</p> <p>School Vision: Our graduates will be leaders in driving our Valley's future forward with the knowledge, skills, and mindsets needed to make it a thriving economic, scientific, and artistic hub for the 21<sup>st</sup> century. Pinnacles students will be the engineers, conservationists, agricultural leaders, and creators of the Valley to come.</p>                                                                                                      |               |                                 |
| <b>Goal</b><br><i>What is the intended outcome?</i>                                                   | <p>At least 90% of students at Pinnacles Prep meet their typical growth goal on the i-Ready Assessment in both reading and math each year they attend the school.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |               |                                 |
| <b>Goal Connection to School Mission</b><br><i>Describe how the goal captures the school mission.</i> | <p>In order for students to lead and succeed in college, their careers, and their communities, it is critical that they have strong foundational understandings of ELA and math. We must ensure student growth in ELA and math not only to meet grade level expectations, but to also accelerate gains to eliminate existing gaps in achievement.</p>                                                                                                                                                                                                                                                                                   |               |                                 |
| <b>Metric</b><br><i>How will you measure your goal?</i>                                               | <p>i-Ready Assessments will monitor progress of student growth throughout the year, beginning with a diagnostic that will set a student's growth goal. The fourth and final administration of the assessment at the end of the year will measure how much a student has grown. Students that enter behind grade level are expected to make more than one year's worth of growth in a year. Students that enter on grade level are expected to make at least one year's worth of growth. Since there are not state assessments for students in Grades 9 and 11-12, i-Ready provides necessary growth tracking data for those grades.</p> |               |                                 |
| <b>Targets</b>                                                                                        | <b>Category</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Target</b> | <b>Rationale for the Target</b> |



|                                                                                                                                                                                                                                        |                 |                                                            |                                                                                                                                                                                                                          |
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| <p><i>How will you know if you are successful? Set the cut-points for each target category and give the rationale for each cut-point. look at past trends, current performance, and comparative data to set target cut-points.</i></p> | Exceeds         | 100% of students achieve their i-Ready Growth Goal         | i-Ready research shows that this target is ambitious but obtainable per comparative data. Students meeting typical growth goals are making at or above the average student growth at the same grade and placement level. |
|                                                                                                                                                                                                                                        | Meets           | 90-99% of students achieve their i-Ready Growth Goal       | i-Ready research shows that this target is ambitious but obtainable per comparative data. Students meeting typical growth goals are making at or above the average student growth at the same grade and placement level. |
|                                                                                                                                                                                                                                        | Does Not Meet   | 70-89% of students achieve their i-Ready Growth Goal       | Students not achieving typical growth per i-Ready are not performing at average student growth rates for the same grade and placement level.                                                                             |
|                                                                                                                                                                                                                                        | Falls Far Below | 69% or below of students achieve their i-Ready Growth Goal | Students not achieving typical growth per i-Ready are far underperforming average student growth rates for the same grade and placement level.                                                                           |



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| <p><b>Assessment Details, Data Collection and Verification</b><br/> <i>Explain why the chosen means of assessment and criteria for success are appropriate for measuring performance toward the goal. How often will the school collect data for this goal and how will the school share results with key stakeholders (i.e., Commission, Board, etc.)? How will data be verified?</i></p> | <p>Students will take the i-Ready assessment four times each academic year so that we can measure growth over time. This assessment provides reliable and norm-referenced data for student performance in these subjects. While student demonstration of grade-level proficiency is critical, equally important is demonstration of growth towards grade-level proficiency. This assessment provides benchmarks for growth. Results will be shared with students, and their mentors, teachers, and parents after each assessment. Grade-level student data from each assessment will be shared with the authorizer at quarterly reviews, and parent advisory committees and the board at board meetings, along with action plans to respond to data.</p> |
| <p><b>Results Summary</b><br/> <i>Provide a brief summary of results and evidence of assessment.</i></p>                                                                                                                                                                                                                                                                                   | <p>i-Ready is a nationally normed assessment. Examples of a student, cohort, and grade-level results summaries are included in <b>Attachment 24</b>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

| Student Academic Goal #2: Completion of Passion Projects     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>School Mission and Vision</b></p>                      | <p>School Mission: We exist to cultivate curious, confident, and self-directed students that lead and succeed in college, their careers, and their communities.</p> <p>School Vision: Our graduates will be leaders in driving our Valley's future forward with the knowledge, skills, and mindsets needed to make it a thriving economic, scientific, and artistic hub for the 21<sup>st</sup> century. Pinnacles students will be the engineers, conservationists, agricultural leaders, and creators of the Valley to come.</p> |
| <p><b>Goal</b><br/> <i>What is the intended outcome?</i></p> | <p>At least 95% of students will complete a passion project annually, demonstrating mastery of priority standards and competencies.</p>                                                                                                                                                                                                                                                                                                                                                                                            |



|                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                     |                                                                                                                                                                                                    |
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| <p><b>Goal Connection to School Mission</b><br/> <i>Describe how the goal captures the school mission.</i></p>                                                                                                                                             | <p>In order for students to lead and succeed in college, their careers, and their communities, it is critical that they see their foundational academics connected to authentic projects that have an impact their community. In order to increase student agency, application of grade-level standards through a passion project will create relevance for students, especially ones from systemically marginalized populations. Passion projects demonstrate student learning provided through Pinnacles Prep's core program element of place-based Education.</p> |                                                                                                                                     |                                                                                                                                                                                                    |
| <p><b>Metric</b><br/> <i>How will you measure your goal?</i></p>                                                                                                                                                                                           | <p>Mentors will assess passion projects on a rubric developed by teachers using priority standards and competencies. The number of students receiving a proficient or above score on passion project rubrics will be monitored and recorded.</p>                                                                                                                                                                                                                                                                                                                     |                                                                                                                                     |                                                                                                                                                                                                    |
| <p><b>Targets</b><br/> <i>How will you know if you are successful? Set the cut-points for each target category and give the rationale for each cut-point. look at past trends, current performance, and comparative data to set target cut-points.</i></p> | Category                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Target                                                                                                                              | Rationale for the Target                                                                                                                                                                           |
|                                                                                                                                                                                                                                                            | Exceeds                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 100% of students will complete a passion project, demonstrating progress toward mastery of priority standards and competencies.     | Our goal is to have every student complete a passion project, as students will be supported throughout the year to develop the competencies and skills to create and present a successful project. |
|                                                                                                                                                                                                                                                            | Meets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 95-99% of students will complete a passion project, demonstrating progress toward mastery of priority standards and competencies    | Nearly every student will create and present a successful passion project, with exception for students with extenuating circumstances or may require an alternative form of assessment.            |
|                                                                                                                                                                                                                                                            | Does Not Meet                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 85-94% of students complete a passion project, demonstrating progress toward mastery of priority standards and competencies.        | At this target level, Pinnacles Prep has not met its goal to support students to build the skills and competencies to create and present a successful passion project.                             |
|                                                                                                                                                                                                                                                            | Falls Far Below                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Less than 85% of students complete a passion project, demonstrating progress toward mastery of priority standards and competencies. | At this target level, Pinnacles Prep has fallen far below its goal to support students to build the skills and competencies to create and present a successful passion project.                    |



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| <p><b>Assessment Details, Data Collection and Verification</b><br/> <i>Explain why the chosen means of assessment and criteria for success are appropriate for measuring performance toward the goal. How often will the school collect data for this goal and how will the school share results with key stakeholders (i.e., Commission, Board, etc.)? How will data be verified?</i></p> | <p>Each quarter, in middle school, students are required to complete a place-based education project to develop the skills and competencies, and to demonstrate mastery of them in a summative fourth quarter passion project. In high school, this passion project is a culminating Final Summit Project in Grade 12. Performance on projects throughout the year will serve as assessment for demonstrating efficacy toward managing their own fourth quarter passion project. Pinnacles Prep faculty use a final passion project rubric which measures progress toward mastery of priority standards and competencies. Ongoing, individual results will be shared with students and their mentors. Individual results will be shared with parents quarterly and grade-level results will be shared with the board at meetings quarterly. Annual passion project mastery results will be shared with the authorizer in a quarterly review.</p> |
| <p><b>Results Summary</b><br/> <i>Provide a brief summary of results and evidence of assessment.</i></p>                                                                                                                                                                                                                                                                                   | <p>Results of passion projects are reported by a proficiency rubric from 1-4, with a score of 3 as proficient. This rubric will be developed by teachers and rooted in priority Washington State Learning Standards and Teton Science School Place Network Competencies. See <b>Attachment 5</b> for an example project.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

| Organizational School-Specific Goal #1: A Safe Culture and Climate for Students |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><b>School Mission and Vision</b></p>                                         | <p>School Mission: We exist to cultivate curious, confident, and self-directed students that lead and succeed in college, their careers, and their communities.</p> <p>School Vision: Our graduates will be leaders in driving our Valley's future forward with the knowledge, skills, and mindsets needed to make it a thriving economic, scientific, and artistic hub for the 21<sup>st</sup> century. Pinnacles students will be the engineers, conservationists, agricultural leaders, and creators of the Valley to come.</p> |
| <p><b>Goal</b><br/> <i>What is the intended outcome?</i></p>                    | <p>At least 95% of Pinnacles Prep students indicate that they feel safe and included in their diverse school environment.</p>                                                                                                                                                                                                                                                                                                                                                                                                      |



|                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |               |                                                                                                                                                                                                                                 |
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| <p><b>Goal Connection to School Mission</b><br/> <i>Describe how the goal captures the school mission.</i></p>                                                                                                                                             | <p>Student voice is a key indicator of how schools are doing on the journey to create learning environments where every student feels safe, included, and empowered to achieve. In order for students to lead and succeed in college, their careers, and their communities, it is critical that they and their families see themselves as leaders with a voice to shape their environment. The extent to which students feel safe at school and have a growth mindset is a leading predictor of academic achievement. Safety and growth mindset are facilitated when a diverse student body feels included in the community equitably. The Commission’s Organizational Performance Framework includes an assessment of how schools create a safe and healthy school environment but does not include a measure of student perspective of the environment.</p> |               |                                                                                                                                                                                                                                 |
| <p><b>Metric</b><br/> <i>How will you measure your goal?</i></p>                                                                                                                                                                                           | <p>We use the Panorama Equity and Inclusion Survey at the beginning and end of the academic year to measure students’ perception of their school environment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |               |                                                                                                                                                                                                                                 |
| <p><b>Targets</b><br/> <i>How will you know if you are successful? Set the cut-points for each target category and give the rationale for each cut-point. Look at past trends, current performance, and comparative data to set target cut-points.</i></p> | <p>Category</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Target</p> | <p>Rationale for the Target</p>                                                                                                                                                                                                 |
|                                                                                                                                                                                                                                                            | <p>Exceeds</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>100%</p>   | <p>All students should feel safe and included in our diverse school environment. We prioritize integrated diversity, equity, and inclusion Practices to achieve this outcome.</p>                                               |
|                                                                                                                                                                                                                                                            | <p>Meets</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>95-99%</p> | <p>The majority of students will feel safe and included in our diverse school environment and there may be a few students who require additional support to feel safe and included, which Pinnacles is equipped to provide.</p> |
|                                                                                                                                                                                                                                                            | <p>Does Not Meet</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>81-94%</p> | <p>If between 85-94% of students feel safe and included, we know we have more work to do with staff, students, and families.</p>                                                                                                |
|                                                                                                                                                                                                                                                            | <p>Falls Far Below</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>80%</p>    | <p>If less than 80% of students feel safe and included in our diverse school environment, we know we have significant work to do with staff, students and families.</p>                                                         |



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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Assessment Details, Data Collection and Verification</b><br/> <i>Explain why the chosen means of assessment and criteria for success are appropriate for measuring performance toward the goal. How often will the school collect data for this goal and how will the school share results with key stakeholders (i.e., Commission, Board, etc.)? How will data be verified?</i></p> | <p>The Equity and Inclusion Survey developed by Panorama Education captures substantial and meaningful variability across schools in students’ experiences and perceptions, exceeds agreed-upon standards of reliability, and demonstrates strong evidence of multiple types of validity. Pinnacles Prep will collect this data at the beginning and end of academic year and share results with student and parent advisory committees, staff, and the school’s board at those times. They will share results with the authorizer at a quarterly meeting, along with action plans to remedy any gaps.</p> |
| <p><b>Results Summary</b><br/> <i>Provide a brief summary of results and evidence of assessment.</i></p>                                                                                                                                                                                                                                                                                   | <p>Information about the Equity and Inclusion Survey developed by Panorama Education can be found in <b>Attachment 24</b>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |





## Using *i-Ready Diagnostic* as a Student Growth Measure

### What is a student growth measure?

A student growth measure allows educators to see how much their students have progressed and helps educators determine if students are on track to meet growth goals. By measuring growth, educators can make more informed instructional decisions and better allocate resources to help all students reach proficiency.

### What is *i-Ready's* approach to measuring student growth?

**Beginning with the 2018–2019 school year, *i-Ready* is releasing a new growth model that helps educators better understand and respond to student growth.** *i-Ready's* approach to measuring growth is based on what teachers have long observed in the classroom: Students at different starting points often grow at different rates, and students who are behind need to grow more to reach proficiency. As a result, we have designed the growth model to offer:

- **Differentiation:** *i-Ready* provides growth measures that are differentiated based on each student's grade and initial placement on the *i-Ready Diagnostic*.
- **A path to proficiency:** *i-Ready* shows how much each student needs to grow in order to reach proficiency and charts a realistic path for them to get there.
- **Two perspectives on success:** The new model offers two complementary growth measures for every student that show how much growth is expected as well as how much students need to grow to reach their proficiency goals.

This new approach to measuring student growth is informed by extensive research into the real growth of millions of *i-Ready* students.

### How can I use *i-Ready* as a student growth measure?

After students complete their first Diagnostic, *i-Ready* generates two growth measures for every student. Throughout the year, you can monitor student progress toward these measures in order to understand how students are growing compared to students like them and how much they need to grow to close the gap to proficiency. The growth measures that *i-Ready* provides are:

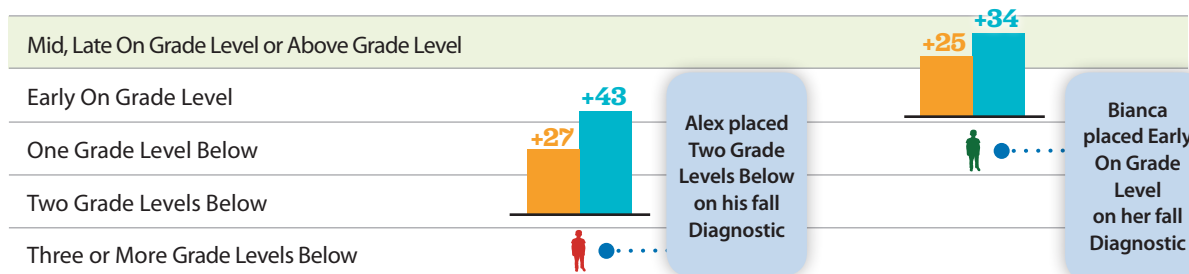
- Typical Growth: the average growth of students at each grade and placement level.**  
 Typical Growth allows you to see how a student is growing compared to average student growth at the same grade and placement level.
- Stretch Growth: the growth recommended to put below-grade students on a path to proficiency and on-grade students on a path to advanced proficiency levels.**  
 Stretch Growth shows how much a below-grade level student is recommended to grow to be on a path to proficiency or to move an on-grade level student to more advanced proficiency levels. Students who are further behind have larger growth benchmarks to catch them up, and it will likely take many students more than one year to achieve proficiency. Students who are already proficient have aspirational Stretch Growth benchmarks to advance to or maintain above-grade level proficiency. Stretch Growth benchmarks are designed to be ambitious, yet achievable.

Progress toward Typical and Stretch Growth allows you to see which students are on track for making great gains in reaching proficiency, and which students will likely need additional intervention, support, and time.

### Example

#### Growth Model Examples for Two Third Grade Students

- Typical Growth
- Stretch Growth





## Growth Measures by Subject, Grade, and Beginning Placement Level

Typical Growth marks the median annual *i-Ready Diagnostic* scale score growth for each grade and placement category.

Stretch Growth is the academic year growth that a student should target to put him or her on a path to attaining **or** maintaining grade-level proficiency.

The Stretch Growth values below are based on longitudinal analysis of national data from the 2015–2016 and 2016–2017 school years.

### Mathematics Growth Measures by Grade and Beginning Placement Level

| Mathematics Typical Growth          |    |    |    |    |    |    |    |    |    |
|-------------------------------------|----|----|----|----|----|----|----|----|----|
| Fall Diagnostic Placement Level     | K  | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| On Grade Level, Mid, Late, or Above | 21 | 21 | 18 | 21 | 19 | 14 | 13 | 11 | 9  |
| On Grade Level, Early               | 24 | 26 | 22 | 25 | 23 | 18 | 13 | 12 | 9  |
| One Grade Level Below               | 32 | 29 | 26 | 26 | 23 | 18 | 14 | 12 | 9  |
| Two Grade Levels Below              | –  | 36 | 29 | 27 | 23 | 18 | 14 | 13 | 10 |
| Three or More Grade Levels Below    | –  | –  | –  | 30 | 24 | 20 | 15 | 13 | 12 |

| Mathematics Stretch Growth          |    |    |    |    |    |    |    |    |    |
|-------------------------------------|----|----|----|----|----|----|----|----|----|
| Fall Diagnostic Placement Level     | K  | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| On Grade Level, Mid, Late, or Above | 35 | 32 | 31 | 30 | 24 | 20 | 20 | 20 | 19 |
| On Grade Level, Early               | 38 | 36 | 35 | 34 | 33 | 29 | 25 | 22 | 21 |
| One Grade Level Below               | 39 | 37 | 36 | 35 | 34 | 31 | 26 | 23 | 22 |
| Two Grade Levels Below              | –  | 57 | 48 | 43 | 41 | 35 | 30 | 25 | 23 |
| Three or More Grade Levels Below    | –  | –  | –  | 55 | 47 | 41 | 35 | 33 | 31 |

### Reading Growth Measures by Grade and Beginning Placement Level

| Reading Typical Growth              |    |    |    |    |    |    |    |    |    |
|-------------------------------------|----|----|----|----|----|----|----|----|----|
| Fall Diagnostic Placement Level     | K  | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| On Grade Level, Mid, Late, or Above | 43 | 37 | 22 | 17 | 12 | 7  | 4  | 4  | 4  |
| On Grade Level, Early               | 44 | 47 | 29 | 22 | 17 | 13 | 9  | 6  | 4  |
| One Grade Level Below               | 49 | 49 | 39 | 26 | 20 | 16 | 12 | 10 | 9  |
| Two Grade Levels Below              | –  | 54 | 44 | 33 | 23 | 20 | 14 | 12 | 12 |
| Three or More Grade Levels Below    | –  | –  | –  | 36 | 28 | 26 | 19 | 17 | 18 |

| Reading Stretch Growth              |    |    |    |    |    |    |    |    |    |
|-------------------------------------|----|----|----|----|----|----|----|----|----|
| Fall Diagnostic Placement Level     | K  | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| On Grade Level, Mid, Late, or Above | 54 | 44 | 27 | 21 | 20 | 18 | 15 | 14 | 13 |
| On Grade Level, Early               | 65 | 56 | 43 | 39 | 27 | 25 | 25 | 23 | 22 |
| One Grade Level Below               | 67 | 67 | 53 | 40 | 36 | 30 | 26 | 25 | 25 |
| Two Grade Levels Below              | –  | 96 | 81 | 63 | 50 | 47 | 38 | 37 | 36 |
| Three or More Grade Levels Below    | –  | –  | –  | 79 | 62 | 61 | 51 | 50 | 50 |



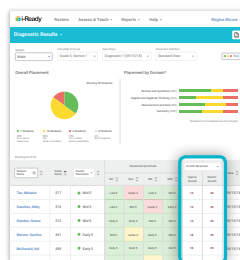
## Using *i-Ready* Growth Measures

### Where can I find my students' Typical and Stretch Growth measures?

Your students' Typical and Stretch Growth measures are easily accessible in *i-Ready* reports as soon as they complete their first Diagnostic.

The **Diagnostic Results report** shows Typical and Stretch Growth measures for each student in your class in one place. Growth measures are also available on each individual student's Diagnostic Results report.

Note that although score and placement data on the Diagnostic Results report change with each new Diagnostic, each student's annual growth measures will stay the same.

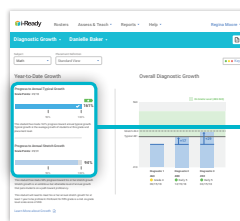


| Growth Measures |                |
|-----------------|----------------|
| Typical Growth  | Stretch Growth |
| 14              | 20             |
| 14              | 20             |
| 14              | 20             |
| 18              | 29             |

### How can I monitor student progress toward Typical Growth and Stretch Growth?

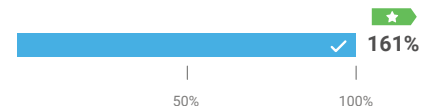
*i-Ready's* reports make it easy to see how your students are growing toward their Typical and Stretch Growth measures throughout the year.

The **Diagnostic Growth for a Student report** shows each student's progress toward his or her Typical and Stretch Growth measures.



#### Progress to Annual Typical Growth

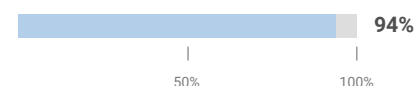
Scale Points: 29/18



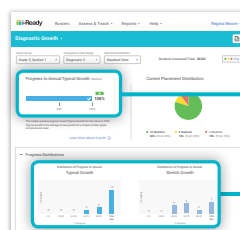
This student has made 161% progress toward annual typical growth. Typical growth is the average growth of students at this grade and placement level.

#### Progress to Annual Stretch Growth

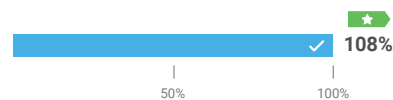
Scale Points: 29/31



The **Diagnostic Growth for a Class report** shows the median progress to Typical Growth and the distribution of progress toward Typical and Stretch Growth for the class<sup>1</sup>.

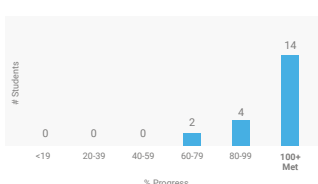


#### Progress to Annual Typical Growth (Median)

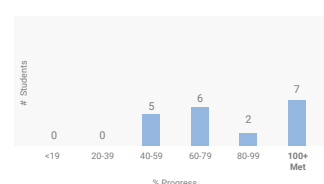


Because Typical and Stretch Growth are differentiated based on student grade and placement level, monitoring percent progress toward these measures, rather than the scale score point increase, is a better way of understanding the growth of individual students and identifying trends across groups of students.

#### Distribution of Progress to Annual Typical Growth



#### Distribution of Progress to Annual Stretch Growth



<sup>1</sup>The Diagnostic Growth report will be available in fall 2018.



## How should I use Typical Growth and Stretch Growth to set goals?

Typical and Stretch Growth serve as helpful benchmarks for understanding how your students are growing compared to students like them, and how much they need to grow in order to be on a path to proficiency. While the specific goals you set for student growth should be based on your school and district's objectives and informed by your deep understanding of your students, the following guidance can help guide goal setting.

### We recommend that...



#### **Individual students:**

- ✓ **Aim to exceed 100% of their Typical Growth measure by the end of the academic year.**
- ✓ **Aim to meet their Stretch Growth measure by the end of the academic year.**

Stretch Growth helps set an aspirational goal that all students should strive to achieve, but it is important to recognize that not all students are expected to reach it. In typical districts, we've seen that roughly 25%–35% of students will reach these aspirational targets.



#### **Groups of students:**

- ✓ **Aim to exceed 100% median progress toward Typical Growth by the end of the academic year.**

Educators can use this measure to identify groups of students who are lagging behind or surpassing average growth.

- *A median progress toward Typical Growth of well over 100% is a good indication that students in that group are growing more than average for similar students.*

- ✓ **Aim for as many students as possible reaching Stretch Growth.**

It is important to remember that Stretch Growth measures differ significantly from student to student and class to class, making it problematic to set uniform Stretch Growth goals for aggregations of students.

## How does Stretch Growth help put students on a path to proficiency?

### **Stretch Growth sets an ambitious but attainable goal for student growth.**

A Stretch Growth measure is provided for each student's current school year and represents the recommended growth for the current year to help put that student on a path to attaining his or her proficiency goals.

While achieving Stretch Growth does not guarantee a student will reach proficiency, this measure can help educators understand the growth path of similar students who reached proficiency over time. For example, a third grade student placing two grade levels below in ELA will likely need to meet Stretch Growth for multiple years to be expected to reach proficiency.



#### **FOR MORE INFORMATION**

For more information on how Stretch Growth values were calculated, please refer to the section, "*How were the Stretch Growth measures derived?*" in this document.

For more information on multi-year Stretch Growth paths, please reach out to your Curriculum Associates Account Manager for the *i-Ready* growth technical manual.



## How should I talk about growth with students and families?

**You can describe Typical Growth to students and families as “the average annual growth for students like them.”** Typical Growth helps identify if students are growing as expected, but is not meant to be a recommendation for how much they should grow in a given year.

**Stretch Growth can be described as “an ambitious but attainable goal that all students should aim to meet.”** Meeting Stretch Growth will help put students on a path toward their proficiency goals. It is also important to note that not all students are expected to meet Stretch Growth in a given year, and that achieving their proficiency goals may take students multiple years. Additionally, you may want to note that even if students do meet their stretch goals each year, there are other factors, such as summer learning loss or beginning the year at the bottom of a given placement category, that could interfere with students reaching their proficiency goals.

### FOR MORE INFORMATION



For a complete discussion on time and student paths to proficiency, please reach out to your Curriculum Associates Account Manager for the *i-Ready* growth technical manual.

For more information on the scale scores associated with each grade level placement, search “Placement Tables” on *i-Ready Central*.

## Over what time frame should students generally be expected to meet the growth measures that *i-Ready* provides?

**We recommend looking at growth within the school year.** The Typical Growth and Stretch Growth measures that *i-Ready* provides are based on 30 weeks of instruction. In other words, 100% median progress to Typical Growth means that, in the aggregate, students achieved the growth we would generally expect students to make in one school year with 30 weeks of instruction. In some cases, students may have much less than 30 weeks of instruction between the initial assessment and the final assessment. In these cases, the Typical Growth measures can be prorated.

## How can I use Typical and Stretch Growth to evaluate student progress at mid-year?

The mid-year Diagnostic offers a great opportunity to evaluate students’ progress toward their growth measures and make instructional decisions accordingly.

- Typical Growth helps determine how each student is growing compared to students like them. **At mid-year, individual students making much less than 50% progress toward their annual Typical Growth measure might need additional instructional support.** The same is true for groups of students making less than 50% median progress toward Typical Growth.
- Stretch Growth helps determine if students are growing fast enough to put them on a path to proficiency or advanced placements. **Students achieving close to 50% of their Stretch Growth measure at mid-year are making the growth recommended to remain on a path to meeting their proficiency goals.**

Note that performance on the mid-year Diagnostic will be affected by the number of weeks that students have spent in instruction. The midpoint in a school year typically falls between 14 and 16 weeks after the first Diagnostic. However, some districts administer the mid-year Diagnostic slightly earlier or later than the midpoint in a school year. When this is the case, you might expect that students will make somewhat less or more than 50% progress toward their annual growth measures.



## What is the median (average) annual growth for all *i-Ready* students?

The table below shows median student scale score growth over an average of 30 weeks of instruction<sup>2</sup>. These values represent median growth for all students, and are distinct from the growth measures that are differentiated by grade and placement level.

|             | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|-------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Reading     | 46      | 47      | 35      | 25      | 19      | 17      | 12      | 10      | 9       |
| Mathematics | 29      | 28      | 26      | 26      | 23      | 18      | 13      | 11      | 10      |

## How *i-Ready* Growth Measures Were Derived

### How were the Typical Growth measures derived?

The *i-Ready* Typical Growth measures are based on extensive longitudinal research into the growth of millions of real students. From this sample, Typical Growth values were derived using the average student growth at each grade and placement level on the *i-Ready Diagnostic*. The sample of students included a large and diverse national sample of students.



#### FOR MORE INFORMATION

For a complete and thorough discussion of the derivation of the *i-Ready* Typical and Stretch Growth measures, please reach out to your Curriculum Associates Account Manager for the *i-Ready* growth technical manual.

### How were the Stretch Growth measures derived?

The *i-Ready* Stretch Growth measures were derived by reviewing the growth of students who started at a given placement category and made their proficiency goals of either attaining a placement of Mid On Grade within one, two, or more years, or attaining or maintaining a placement of Late On Grade or above in one, two, or more years.

Stretch Growth is based on the median growth in the first year for these students who met their proficiency goals. Stretch Growth marks the growth that students should achieve in a single year. Growth measures reset each year after the first Diagnostic for all students, even those on multi-year paths to proficiency. The measures are bounded by the 80th percentile of growth for students in a given placement to ensure that these measures are not too ambitious.



## I-READY CENTRAL RESOURCE CONNECTION

To learn more about *i-Ready*'s growth model and how to use it, visit [i-ReadyCentral.com/GrowthGoals](https://i-ReadyCentral.com/GrowthGoals).

<sup>2</sup>To determine the median growth represented in this table, we took the 50th percentile of the growth per week among students from the 2016–2017 school year who took multiple tests and had a testing interval of at least 25 weeks between their first and last test. We then extrapolated that growth per week over 30 weeks to get the result. Data are not offered for Grades 9–12 given the small sample sizes for these grades.



# Survey Platform Functionality

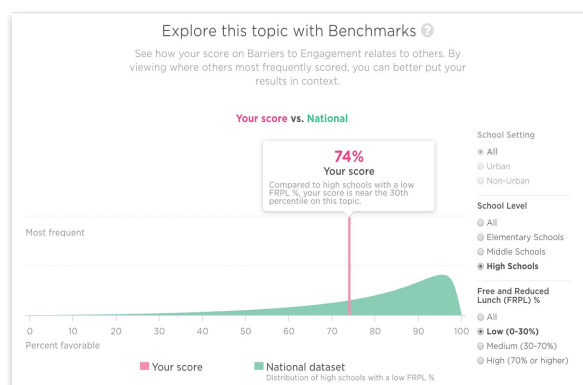
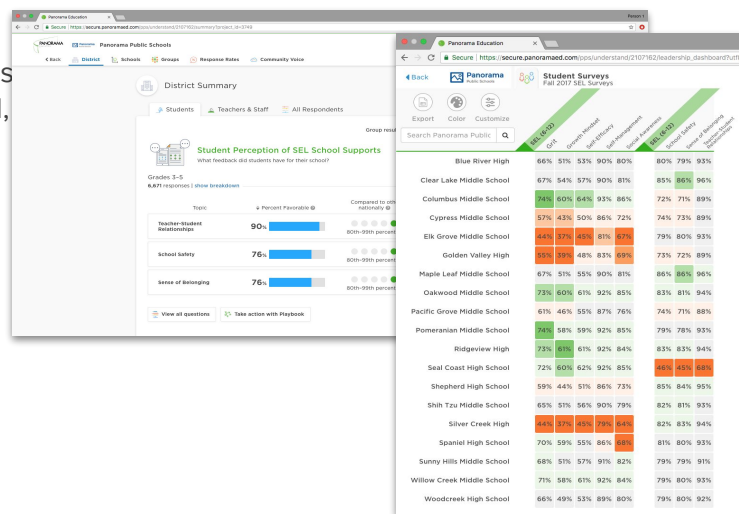
## Survey Administration, Reports & Analytics

### Explore trends across your entire district

Panorama's action-oriented interface allows users to look at aggregate results at the district, school, and classroom levels.

Users can also disaggregate results across custom demographics, including gender, grade level, ELL status, FRPL status and attendance.

Reports and permissions can be customized, ensuring that users can access only the data relevant to their roles.



### Put results in context with national & peer benchmarks

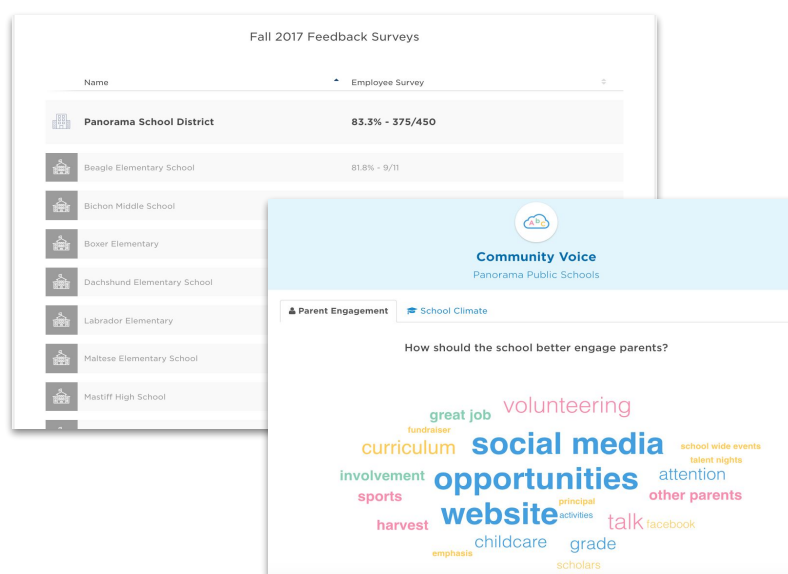
To help users contextualize their survey results, Panorama offers comparisons of school and district results to our national dataset. Within benchmarks, users have the ability to customize comparisons to include schools that share your school setting, grade band, or % FRPL status. Panorama's national benchmarks span more than 12,000 schools and 9 million students, families, teachers, and staff members across diverse geographic areas, school types, and achievement levels.

### Monitor Response Rates Daily

We work directly with district administrators to plan targeted outreach, to deliver technical assistance, and to monitor and take targeted action to improve response rates in real time.

### Elevate stakeholder voice

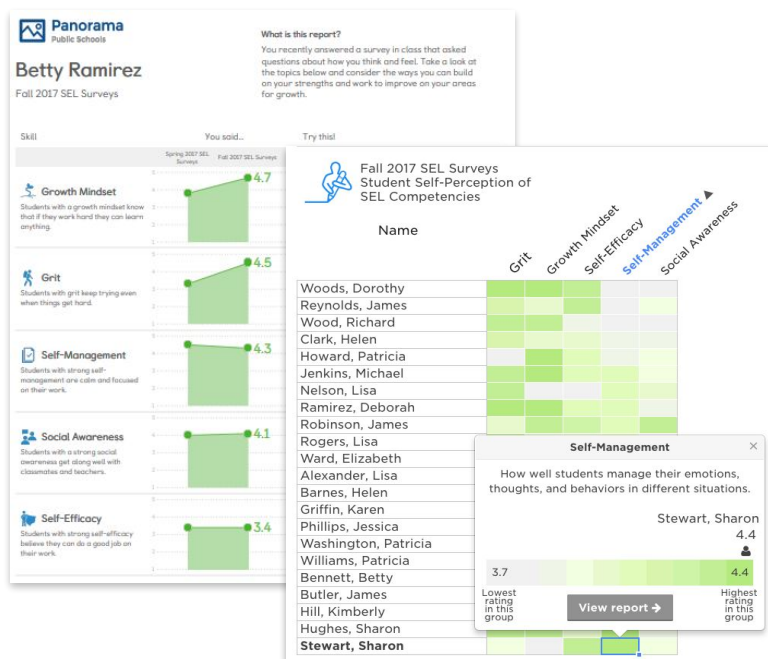
Panorama's Community Voice tool analyzes free responses and surfaces common trends, eliminating the time spent sifting through open-ended responses.





# Survey Platform Functionality

## Survey Administration, Reports & Analytics

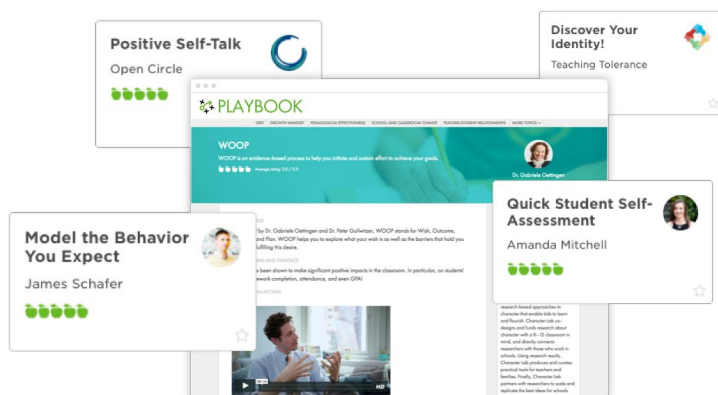
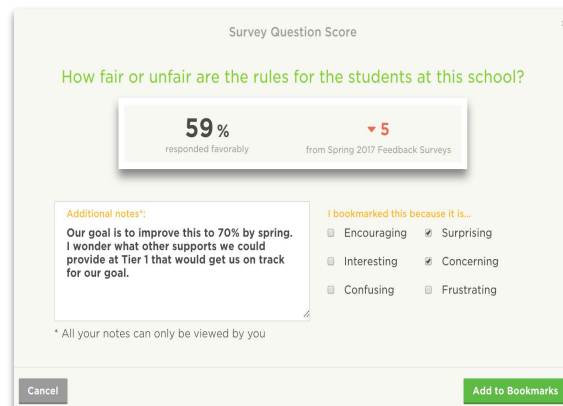


### Meet the Needs of Each Student

Panorama Partners will have the option of student-level reporting to see how individuals are developing critical SEL skills and mindsets. If a student is exhibiting challenges academically or behaviorally, Staff will be equipped with knowledge about what might be contributing to those challenges and the ability to monitor growth over time.

### Set and track progress towards goals with bookmarks

Bookmarks enable users to flag their most interesting results, and save them to a PowerPoint or PDF. Bookmarks make it simple for district and school leaders to set goals, and drive improvement. For California districts, Bookmarks are often a key support for LCAP and SPSA planning.



### Support professional learning with Playbook

All users will have access to Playbook, Panorama's online professional development platform. Playbook includes instructional strategies and classroom resources from leading non-profits like Second Step, Character Lab, Teaching Tolerance, Move This World, and Diversity Talks.





# PINNACLES PREP

## PINNACLES PREP

### Section 24: Attachment 25

#### Contents:

- Letter of Support: James Heugas, Washington Charter School Development
- Letter of Support: Amanda Sanchez, Raza Development Fund
- Letter of Support: Brooklyn Holton, City of Wenatchee
- Draft MOU with the City of Wenatchee Parks and Recreation Department
- Portion of Draft Lease Agreement with City of Wenatchee
- Religious Facility Statement





January 20, 2020

Ms. Cindi Williams, Chair  
& Members of the Commission  
Washington State Charter School Commission  
P.O. Box 40996  
Olympia, WA 98504-0996

Dear Chair Williams and Members of the Commission:

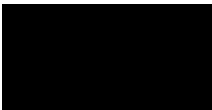
On behalf of Washington Charter School Development ("WCSD"), I am writing to express my strong support for Pinnacles Prep and their efforts to open their new 6-12 middle and high school in Wenatchee, WA.

Pinnacles Prep founders, longtime residents and education professionals with deep ties to the community, are focused on improving educational outcomes for students through the provision of a unique education model not currently available in the existing public education system. Through their community ties and the relationships within the City, Pinnacle's leaders Rick Wray and Sara Rolf have already identified an facility opportunity that achieves the balance of providing for the new school's short and long term goals and allowing for an investment in an existing community asset with the City's support.

The school and its founding board and principal have already made great headway into securing the facility and developing a tactical plan to bring the space up to standards required by the City. WCSD is highly supportive of these efforts and will continue to support the school in developing budgets, negotiating contracts and moving forward in realizing the space for their new home.

In short we encourage the commission to approve Pinnacles Prep's application and provide parents and families the public education options they deserve. Thank you for your consideration.

Sincerely,



Executive Director  
Washington Charter School Development, Inc.





February 22, 2020

VIA ELECTRONIC MAIL

To Whom It May Concern:

On behalf of the Raza Development Fund, Inc. ("RDF"), a high performing non-profit Community Development Financial Institution ("CDFI") that supports organizations working to demonstrably outperform traditional public school alternatives and close the achievement gap in low-income communities of color across the country, we are pleased to provide this letter of support for Pinnacles Prep, an aspiring middle and high school program that intends to open its first school in Wenatchee Washington, for the 2021/2022 school year.

RDF is a proud member of an educational thought leadership and community action coalition of stakeholders working together to specifically improve educational outcomes in Washington State. Our coalition partners include the National Alliance of Charter School Authorizers, Center for Education Reform, National Alliance for Public Charter Schools, Washington State Charter School Association, Bill & Melinda Gates Foundation, Walton Family Foundation, and the U.S. Department of Education.

Established in 1999, RDF was one of the first impact investors in the country to specialize in supporting start-up charter schools; and our investment portfolio includes some of the best known and most effective innovative charter school models in the country. The fund has been an active supporter of the charter school movement in Washington, having provided direct funding to some of the state's first, high-quality charter schools.

While there is no current public charter school facility funding solution in place, at this time, RDF is committed to funding quality school choice options like Pinnacles Prep throughout Washington State. Should you or any other parties involved with Rick Wray, Sara Rolf, or the charter school movement in Washington State, have questions about how we can work together to develop a healthy, a charter school infrastructure and ecosystem, please feel free to contact me at (206) 576-0461 or via email at [asanchez@razafund.org](mailto:asanchez@razafund.org).

Sincerely,

A large black rectangular box redacting the signature of Amanda Sanchez.

Amanda Sanchez  
Director | Pacific Northwest Region



December 23, 2019

Cindi Williams, Chairperson  
Washington State Charter School Commission  
P.O. Box 40996  
Olympia, WA 98504-0996

Dear Chairperson Williams and Members of the Washington State Charter School Commission,

Beginning in 1974, the U.S. Department of Housing and Urban Development (HUD) created the Community Development Block Grant (CDBG) program to provide communities with resources to address a wide range of unique community development needs as they develop viable urban communities through housing, suitable living environments and expanding economic opportunities; principally for low- and moderate-income persons.

The City of Wenatchee is an entitlement community and therefore receives an annual award from HUD to implement activities that meet the intention of the CDBG program as aforementioned. A 5-Year Consolidated Plan assesses local needs and serves as a framework for identifying priorities and establishing local goals. These goals are carried out through the Annual Action Plan which summarizes funding allocation and how selected activities are addressing the needs.

Of the goals identified in the most recent Consolidated Plan, the Pinnacles Prep Charter School would be helping to support three of the five: *Preserve and Improve Neighborhoods; Support Public Services; and Develop Economic Opportunity*. In addition to aligning with the City's CDBG program, Pinnacles Prep would be physically located in the CDBG target area and South Wenatchee neighborhood that is prioritized for CDBG investment. Having a community partner like Pinnacles Prep in South Wenatchee will enhance the community assets that directly equip our neighbors to reach their full potential; youth and adults.

With equity and access to opportunity taking precedence in our CDBG program, the values of Pinnacles Prep (*whole child learning; rigorous and relevant; transformational mentors; great teaching; trusting relationships; and diversity, equity and inclusion*) will verifiably support the advancement of these priorities. When determining the viability of Pinnacles Prep, you must consider how closely aligned this school is with the way CDBG dollars are invested in our most diverse and dynamic neighborhood.

Thank you,



Brooklyn Holton  
Housing & Community Planner - CDBG Program Manager  
City of Wenatchee



**JOINT USE AGREEMENT  
BETWEEN CITY OF WENATCHEE AND PINNACLES PREP**

WHEREAS, Pinnacles Prep and the City of Wenatchee both serve the residents of Wenatchee, and

WHEREAS, both agencies are asked to provide recreational needs for these residents, and

WHEREAS, in order to meet the needs of these citizens, each agency finds it necessary to use facilities and equipment owned and operated by the other organization, and

NOW, THEREFORE, BE IT RESOLVED that the City of Wenatchee and Pinnacles Prep hereby enter into an agreement for the joint use of facilities including buildings, parks, playgrounds, restrooms, and equipment subjects to the following provisions:

1. Owning agency shall have use priority. Requesting agency shall have next priority for scheduling.
2. Use of the facilities shall be scheduled in advance.
3. Arrangements for use of facilities shall be made with representatives designated by each agency.
4. Supervision shall be the responsibility of the using agency.
5. Each agency shall carry liability insurance to cover activities which is sponsors on the others agency's property.
6. Using agency shall be responsible for any damages caused during their period of use.
7. No charge shall be made for the use of any facility, except that any out-of-pocket cost, such as utilities, custodial services and supervision shall be charged the using agency.
8. Litter shall be cleaned up by the using agency.
9. Using agency shall not relocate any equipment, furniture, facilities or devices without prior approval of owning agency,
10. It shall be the responsibility of the owning agency to insure that its facilities are well maintained and in a usable condition.
11. Each agency assumes the responsibility for its staff members using equipment owned by the other agency.
12. Each agency agrees to indemnify and hold harmless owning agency for all damages, including attorney fees.

This agreement is effective as of January 1, 2021 and will remain in effect until cancelled by either party.

CITY OF WENATCHEE

PINNACLES PREP

\_\_\_\_\_  
Mayor, City of Wenatchee

\_\_\_\_\_  
[INSERT NAME]

Date\_\_\_\_\_

Date\_\_\_\_\_



# DRAFT

## LONG-TERM FACILITY LEASE

**Grantor (Lessor):** City of Wenatchee, a Washington municipal corporation

**Grantee (Lessee):** Pinnacles Prep Charter School, a Washington nonprofit corporation

**Legal Description (abbreviated):** Lots 18, 19, and 20 and E½ Lot 17, Block 58, Replat of First Addition to Wenatchee, Chelan County, Washington. Additional legal on page 1.

**Assessor's Tax Parcel ID#:** 22-20-10-815-636

### Parties

1.1 Lessor. CITY OF WENATCHEE, a Washington municipal corporation (hereafter "the City").

1.2 Lessee. PINNACLES PREP CHARTER SCHOOL, a Washington nonprofit corporation (hereafter "Pinnacles").

### Property

2.1 The Property. The leased property is commonly known as 504 South Chelan Avenue, Wenatchee, Washington, including buildings commonly referred to as: the Veteran's Hall, Social Hall, Learning Center, Building D and also the parking area, Cesar Chavez Community Garden, walkways and landscaped grounds which is more fully described as follows and illustrated in Exhibit C:

Lots 18, 19, and 20, Block 58, Replat of First Addition to Wenatchee, Chelan County, Washington, according to the plat thereof recorded in Volume 1 of Plats, page 41, records of said county,

EXCEPT the easterly 25 feet thereof conveyed to the City of Wenatchee for street purposes,

TOGETHER WITH the East half of Lot 17 and the East 10 feet of the West half of Lot 17, Block 58, Replat of First Addition to Wenatchee, Chelan County, Washington according to the plat thereof recorded in Volume 1 of Plats, Page 41, records of said county,

EXCEPT the easterly 25 feet thereof conveyed to the City of Wenatchee for street purpose.

(hereinafter the "Property").

### Agreement

3.1 Agreement to Lease. The City agrees to lease to Pinnacles and Pinnacles agrees to lease from the City the Property. This Lease is expressly conditioned upon



(1) Pinnacles obtaining a third-party inspection of the Property and its improvements satisfactory to Pinnacles, (2) Pinnacles obtaining authority from the Washington State Charter School Commission allowing it to operate a charter school serving grades 6 through 12 on the Property and (3) Pinnacles receiving a conditional use permit for the school.

#### **Rights, Obligations and Conditions**

4.1 Term of Lease. The initial term of this Lease shall commence on the 1st day of January, 2021 and continue for a period of six (6) years (the "Initial Term") thereafter. Subsequent to the Initial Term, Pinnacles shall have four (4) options to extend this Lease for a term of six (6) years per option (the "Options"). Should Pinnacle exercise all of its Options it shall then have one (1) additional option to extend this Lease for a final term of thirty (30) years (the "Final Option").

4.2 Monthly Rent. The monthly rental rate, inclusive all applicable lease-hold taxes, shall be Two Thousand Five Hundred and No/100 Dollars (\$2,500.00). All payments shall be in U.S. currency. All rental payments shall be payable in advance on the 1<sup>st</sup> day of each calendar month. On an annual basis, the monthly rental rate will be adjusted by the same percent of the CPI Pacific Cities and US City Average, West – B/C (Dec. 1996=100) as published by the US Department of Labor, Bureau of Labor and Statistics, for the period December 31 to December 31 of the immediately preceding year on an annual basis. In no event shall the annual increase be greater than five percent (5.0%). The adjusted rate will be provided to Pinnacles by January 31 each year by the City.

4.3 Capital Reserve. The City may retain a percentage of the monthly rent paid by Pinnacles in a capital reserve fund dedicated for the Property. A capital expenditure subject to payment or reimbursement from the capital reserve fund may be requested by Pinnacles for any expenditure for the Property that repairs or replaces a permanent component of the property that exceeds a cost of \$5,000.00. In the event the parties negotiate for a purchase and sale of the Property, any amounts held in the capital reserve fund shall transfer with the Property.

4.4 Place of Payment. All payments of rents shall be made at:

City of Wenatchee  
Finance Department  
301 Yakima Street  
Wenatchee, WA 98801

Or by mail to:

City of Wenatchee  
Finance Department  
PO Box 519  
Wenatchee, WA 98807

or at such other place as the City may direct in writing.

4.5 Late Payment Penalty. If payment is received later than 5:00 p.m. on the 15<sup>th</sup> day of the month, there shall be a late payment penalty in addition to the rental payment



1 due. The late payment penalty shall be ten percent (10%) of the late payment and shall be  
2 considered part of the monthly rent due.

3 4.6 Subletting, Delegation, and Assignment. Pinnacles shall not have the  
4 right to assign or transfer any interest in this Agreement or sublease portions of the property  
5 without the prior written consent of the City.

6 4.7 Use. The Property shall be used by Pinnacles for the purpose of  
7 conducting a charter school. Pinnacles shall, however, be allowed to offer the Property for  
8 evening use on a short-term basis for community events or services consistent with the original  
9 intent of the Center.

10 4.8 Option to Purchase. By mutual agreement of the parties following the  
11 Initial Term, Pinnacles may negotiate to purchase the Property from the City by following  
12 Community Development Block Grant protocols.

13 4.9 Operational Standards and Terms. Use of the Property shall also  
14 be subject to the specific terms and conditions contained in Exhibit A and B.

15 4.10 Restrictions on Use. Pinnacles may not use or occupy the Property in  
16 violation of any law, ordinance, regulation or the certificate of occupancy issued for the Property,  
17 and may not do, bring, or keep anything in or about the Property that will cause an increased  
18 premium or the cancellation of any insurance covering the Property. If Pinnacles does cause any  
19 such increase in insurance premiums, Pinnacles shall pay or reimburse the City for the entire  
20 amount thereof, without regard to whether the City elects to terminate this Lease as a result of  
21 Pinnacles' unauthorized use of the Property. Pinnacles shall not permit floor loading in excess of  
22 the pounds per square foot limitation which the City notifies Pinnacles is the maximum  
23 permissible for the Property.

24 4.11 Structural Changes or Remodeling/Scope of Work. The City hereby  
25 authorizes Pinnacles to perform the "Scope of Work" services described on the attached Exhibits  
26 A and B. The Scope of Services shall be constructed in accordance with all applicable codes,  
permits, prevailing wage laws and regulations and shall be completed with reasonable  
commercial quality. All fixtures shall revert to the City on expiration of the Lease, except those  
trade fixtures installed by Pinnacles, which may be removed so long as the Property is restored to  
the condition existing prior to installation of said fixtures.

4.12 Destruction of Property.

(a) Partial Destruction. In case of partial destruction or injury to said  
Property by fire, the elements or other casualty, Pinnacles shall have the option to repair the  
Property or terminate the Lease. The rent shall be equitably abated until completion of any  
repairs.

(b) Total Destruction. In the event the Property is substantially or totally  
destroyed by fire, the elements or other casualty, Pinnacles shall have the option to reconstruct  
the Property with City approval, applicable permitting and following Community Development  
Block Grant protocols, or terminate the Lease. Rent shall be abated during such time as the  
Property is not tenantable for the purpose contemplated by this Lease.

4.13 Condemnation of Property.



1  
2 (a) Partial Taking. If part of the Property shall be taken by any competent  
3 authority for any public or quasi public use or purpose, the rent shall be equitably  
4 abated. Provided, Pinnacles shall also have the option to terminate the Lease if the taking  
5 materially interferes with Pinnacles' use of the Property.

6 (b) Total Taking. If the whole of the Property shall be taken by any  
7 competent authority for any public or quasi public use or purpose, the term of this Lease shall end  
8 on the date when the possession of the part so taken shall be required for such use or purpose.

9 (c) Entitlement to Damages. All damages awarded for any taking shall  
10 belong to and be the property of the City, but nothing herein shall be construed as precluding  
11 Pinnacles from asserting any claim Pinnacles may have against such public authority for taking of  
12 the property of Pinnacles, disruption or relocation of Pinnacles' business, and any such damages  
13 shall belong to Pinnacles.

14 4.14 Service of Notices. All notices shall be in writing. All notices to be given  
15 to Pinnacles may be served on Pinnacles personally, or on any person of majority at the Property,  
16 or by leaving said notice on the Property, or by sending notice by U. S. Mail, postage prepaid,  
17 addressed as follows:

18 \_\_\_\_\_  
19 \_\_\_\_\_  
20 \_\_\_\_\_

21 or such other place as Pinnacles may direct in writing.

22 All notices to be given to the City may be served on the Mayor of the City, or by  
23 sending notice by U. S. Mail, postage prepaid, addressed to the City at:

24 City of Wenatchee  
25 Attention: Parks, Recreation and Cultural Services Director  
26 P.O. Box 519  
1350 McKittrick Street  
Wenatchee, WA 98807-0519

or such other place as the City may direct in writing.

Notice shall be deemed delivered on the date of delivery if personally delivered  
or on the date of postmark if mailed. All notice periods shall begin and end on midnight.

4.15 Vacating Upon Termination. Pinnacles further covenants and agrees  
that upon the expiration of said term, or upon the termination of the Lease for any cause,  
Pinnacles will at once peacefully surrender and deliver up the whole of the above-described  
Property together with all improvements thereon in as good condition as it was in the beginning of  
the term or if installed after the beginning of the term, when same were made, reasonable wear  
and tear excepted to the City, the City's agents or assigns unless Pinnacles shall have acquired  
the right to remain through another written agreement or written extension of this Lease.

4.16 Insurance.



1 (a) Property Insurance. Pinnacles shall, at Pinnacles' expense, maintain on  
2 the Property and contents a policy of standard fire insurance with extended coverage in an  
3 amount equal to replacement value. Pinnacles shall cause such insurance to name the City as  
4 an additional insured. Pinnacles shall deliver a copy of any such insurance policy to the City  
5 within 7 days upon request thereof by the City. Pinnacles shall pay the insurance premiums as  
6 they become due.

7 (b) Personal Property. Pinnacles shall be responsible for providing fire and  
8 casualty insurance on Pinnacles' own personal property, records and business equipment, and  
9 automobile liability insurance on all vehicles owned, operated or licensed in the name of Pinnacle  
10 in an amount not less than One Million Dollars (\$1,000,000.00) per occurrence for bodily injury,  
11 death and damage to property.

12 (b) Liability Insurance. Pinnacles shall at Pinnacles' expense maintain  
13 commercial general liability insurance on the Property in an amount not less than Two Million  
14 Dollars (\$2,000,000.00) per occurrence and Three Million Dollars (\$3,000,000.00) annual  
15 aggregate. Pinnacles shall pay the insurance premiums as they become due. The City shall be  
16 an additional insured on such policy. The insurance will include, but not be limited to, blanket  
17 contractual, employees as additional insureds, non-owned automobile, owners and contractors  
18 protective liability, contingent employers liability, personal injury and where such further risk  
19 exists, advertising liability. Pinnacles' insurance coverage shall be primary insurance as respect  
20 the City. Any Insurance, self-insurance, or insurance pool coverage maintained by the City shall  
21 be excess of the Pinnacles' insurance and shall not contribute with it.

22 (c) Delivery of Policy. Pinnacles shall deliver a copy of any such insurance  
23 policy to the City within seven days upon request thereof by the City. In the event that Pinnacles  
24 fails to timely pay premiums or otherwise maintain such insurance, the City may procure and pay  
25 for such insurance and charge any such payments to Pinnacles. Such charges shall constitute  
26 additional rent owed by Pinnacles to the City.

(d) Cancellation. If any policy of insurance is canceled for any reason and  
Pinnacles shall not have obtained replacement insurance within forty-five (45) days after written  
notice from the City of such default, the City may re-enter and take possession of the Property,  
remove all persons and property and the City may at the City's option, terminate this Lease.

Waiver of Subrogation. Pinnacles shall procure an appropriate clause in, or an endorsement on,  
any policy of fire or extended coverage insurance covering the personal property, fixtures and  
equipment located in or on the Property pursuant to which the insurance companies waive  
subrogation or consent to a waiver of right of recovery, and, conditioned upon a party having  
obtained such clauses or endorsements or waiver of subrogation or consent to a waiver of right of  
recovery, such party hereby agrees that it shall not make any claim against or seek to recover  
from the other for any loss or damage to its property, or the property of the other, resulting from  
fire or other hazards covered by such insurance, notwithstanding other provisions of this Lease;  
provided, however, that the release, discharge, exoneration and covenant not to sue herein  
contained shall be limited by the terms and provisions of the waiver of subrogation clauses or  
endorsements consenting to a waiver of right of recovery, and shall be coextensive therewith.

4.17 Taxes. The City will pay all lease-hold or property taxes attributable to  
the Property. Pinnacles will pay all personal property taxes for equipment or inventory  
maintained on the Property and will pay all other taxes relative to the operation of any business  
on the Property.



## Religious Facility Statement

In the case that Pinnacles Prep will lease a religious facility, we will adhere to the following guidance of the Washington State Charter School Commission.

The United States Constitution and the Washington State Constitution both place constraints on the interactions between public entities, such as charter schools, and religious or sectarian organizations. In the context of lease or rental of charter school facilities from a religious or sectarian organization, charter schools need to ensure that they avoid even an appearance that the school is affiliated with or influenced or controlled by a religious or sectarian organization. There are many factors that could lead to such an appearance, and it is impossible to anticipate and address all of those factors in a FAQ. However, there are a number of steps that a charter school can take in an effort to minimize the appearance of support, affiliation, or control:

- Any lease or rental agreement should be the result of an arm's length negotiation, with the amount paid under the agreement being as close to fair market value as possible. Payment significantly above or below fair market value it can create the appearance of support, affiliation, or control;
- The physical space being leased or rented by the school should be under the sole control of the charter school, for the school's exclusive use;
- There should be no religious symbols, pamphlets, icons, messages, books or other paraphernalia on display at the entrance to the charter school, in entries or hallways leading to the leased or rented space, or inside the leased or rented space itself;
- There should be complete separation between the charter school administration and the sectarian organization and contact between the two should be limited to interaction as a landlord tenant or, ideally, through a property management organization;
- The religious or sectarian organization should have no control over the charter school and its operations;
- Students should have no contact with representatives or members of the religious or sectarian organization, or religious or sectarian activities;
- The building should not have the external appearance of a religious or sectarian organization, it should not have signs or religious symbols on the outside of the building and, ideally, would not be on property that is adjacent to, or near, buildings that are occupied by the religious or sectarian organization;
- Extracurricular activities cannot involve religious affiliation or interaction with a religious or sectarian organization;
- The charter school board should not be affiliated with the religious or sectarian organization from whom they are leasing property and no church or sectarian leader should serve in any capacity with the charter school;
- The lease or rental agreement must be non-sectarian in all provisions and should avoid provisions that give even an appearance of religious or sectarian influence;
- The lease or rental agreement must clearly vest control and decisions relating to the charter school with the charter school board;
- The charter school should develop policies that contain safeguards that ensure that each of these steps are adhered to and ensure that there is not an appearance of endorsement or support of the sectarian organization.<sup>1</sup>

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<sup>1</sup> Washington State Charter School Commission. Feb 2015.





# PINNACLES PREP

## PINNACLES PREP

### Section 25: Attachment 26

#### Contents:

- Letter of Intent from LINK Transit
- Insurance Coverage





Jan. 14, 2020

Cindi Williams, Chairperson  
Washington State Charter School Commission  
P.O. Box 40996  
Olympia, WA 98504-0996

Dear Chairperson Williams and members of the Washington State Charter School Commission,

Link Transit is the public transportation provider for Chelan and Douglas counties with a mission to deliver safe, reliable and cost-effective public transportation services that promote citizen access to work, recreation, commerce and public services.

If Pinnacles Prep is granted a charter, Link Transit will work with school staff to develop travel plans for students needing Link's fixed route public transportation system to attend Pinnacles Prep's Wenatchee campus.

Additional collaboration points could include providing:

- Travel training group and one-on-one travel training to students and families interested in Link Transit as a transportation option
- Curriculum and incentives for teachers to incorporate public transportation trip planning and exploration into everyday classroom learning
- Ways to engage students in the planning and development of an infrastructure that supports public transportation.

Link staff is committed to meeting the community's transportation needs, including those of Pinnacles Prep students and families.

Thank you.

Richard DeRock  
General Manager



## Insurance Coverage

Pinnacles Prep will maintain adequate insurance, including (but not limited to): indemnity, property insurance, general liability insurance, workers' compensation insurance, unemployment compensation insurance, motor vehicle insurance, and errors and omissions insurance covering the Board, School and employees, as set forth below:

- a. Comprehensive general liability: \$3,000,000
- b. Officers, directors, and employees' errors and omissions: \$50,000
- c. Professional liability insurance: \$1,000,000 per occurrence, plus \$3,000,000 for sexual molestation claims. Coverage must include coverage from claims of sexual molestation and corporal punishment and any sub-limits must be approved by the Commission.
- d. Data Breach Insurance: \$1,000,000
- e. Property insurance: As required by landlord or lender
- f. Transportation/Motor vehicle liability (if appropriate): \$3,000,000 per occurrence, which must include coverage for bodily injury and property damage; any sub-limits must be approved by the Commission. In addition, collision and comprehensive insurance against physical damage including theft shall be provided with a maximum deductible of \$1,000 for collision and \$1,000 for comprehensive coverage except when the cost of the coverage would exceed the value of the vehicle during the contract period.
- g. Fidelity/Crime Coverage: \$500,000
- h. Workers' compensation: Prior to performing work under this Contract, the School shall provide or purchase industrial insurance coverage for its employees, as may be required of an "employer" as defined in RCW Title 51, and shall maintain full compliance with RCW Title 51 during the course of this Contract.

The Commission shall be named as an additional insured on all these insurance policies. Pinnacles Prep will pay any deductible amounts attributable to any acts or omissions of Pinnacle Prep, its employees, or agents. Pinnacles Prep shall, by August 1st of each year, provide the Commission with proof of insurance as required by state law and Commission policy.<sup>i</sup>

The estimated costs built into the financial workbook were provided by the Washington State Charter Schools Association.

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<sup>i</sup> Language above was taken from the 2018 Washington State Charter School Commission 2018 Sample Contract found at [https://charterschool.wa.gov/documents/2018-Sample-Contract.Final\\_-1.pdf](https://charterschool.wa.gov/documents/2018-Sample-Contract.Final_-1.pdf)





# PINNACLES PREP

## PINNACLES PREP

### Section 26: Attachment 27

#### Contents:

- Pinnacles Prep Start-Up Plan
- WA Charters Strong Start Program Overview



## PINNACLES PREP START UP PLAN

| MILESTONE                                                                                                                                                                                   | START   | END       | TASK LEAD(S)                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----------|---------------------------------------------------|
| <b>Participate in WA Charters Strong Start Program</b>                                                                                                                                      |         |           |                                                   |
| Sign up for True Measure Collaborative Membership for 2021-22 and participate in TMC summer institute in July of 2020                                                                       | 7/1/21  | 8/15/21   | Jill Fineis, Founding Principal                   |
| Participate in weekly start-up coaching and monthly workshops to create policies and procedures of instruction, culture, operations, and school systems                                     | 8/1/20  | 6/31/2021 | Jill Fineis, Founding Principal                   |
| Complete Leadership Residency modules in a high-performing WA charter school                                                                                                                | 9/1/20  | 6/31/2021 | Jill Fineis, Founding Principal                   |
| <b>Family &amp; Community Engagement</b>                                                                                                                                                    |         |           |                                                   |
| Develop parent information packets about Pinnacles and WA charter schools                                                                                                                   | 7/1/20  | 8/15/21   | Jill Fineis, Sara Rolfs, FACE Coord               |
| Implement bi-lingual (Spanish/English) engagement (email, phone/text, social media website, mail, print) strategies that ensure frequent community communication with prospective families. | 7/1/20  | 8/15/21   | Jill Fineis, Sara Rolfs, FACE Coord               |
| Develop protocol to promote parent leadership opportunities                                                                                                                                 | 10/1/20 | 8/15/21   | FACE Coordinator                                  |
| Continue to build key stakeholders relationships (families, political, governmental, education)                                                                                             | 7/1/20  | 8/31/21   | Jill Fineis, Sara Rolfs, FACE Coord,<br>Rick Wray |
| Develop system for family feedback to school and formalize grievance policy                                                                                                                 | 10/1/20 | 8/15/21   | FACE Coordinator                                  |
| Set date and prepare for 1st curriculum night (include reqs for Title I and LAP)                                                                                                            | 6/1/21  | 8/15/21   | Jill Fineis, Founding Principal                   |
| Set date and prepare for student/family orientation night                                                                                                                                   | 6/1/21  | 8/31/21   | FACE Coordinator                                  |
| <b>Student Recruitment</b>                                                                                                                                                                  |         |           |                                                   |
| Finalize enrollment process, timeline, and application packet                                                                                                                               | 7/1/20  | 9/1/20    | Jill Fineis, Founding Principal                   |
| Develop recruitment materials and outreach strategy, master list of key recruitment events, and community recruitment partners                                                              | 7/1/20  | 9/1/20    | Jill Fineis, Founding Principal                   |
| Implement enrollment strategy                                                                                                                                                               | 10/1/20 | 8/15/21   | Jill Fineis, FACE Coordinator                     |
| Create template response materials acknowledging receipt of application                                                                                                                     | 7/1/20  | 9/1/20    | Jill Fineis, Founding Principal                   |
| Author weighted lottery policy                                                                                                                                                              | 7/1/20  | 9/1/20    | Jill Fineis, Founding Principal                   |
| Finalize lottery location, event protocol, and lottery project management tool                                                                                                              | 10/1/20 | 2/1/21    | FACE Coordinator                                  |
| If needed hold enrollment lottery, and if not full by lottery date, accept rolling enrollments to fill all 100 founding seats.                                                              | 2/1/21  | 8/1/21    | Jill Fineis, Founding Principal                   |
| If needed, begin enrollment wait list.                                                                                                                                                      | 3/1/21  | 8/15/21   | FACE Coordinator                                  |



|                                                                                                                                                                                                                                                                                                                                                         |         |          |                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------|--------------------------------------------|
| Submit evidence of at least 80% enrollment to Commission                                                                                                                                                                                                                                                                                                | 7/1/21  | 8/15/21  | Jill Fineis, Founding Principal            |
| <b>Board Development and Governance</b>                                                                                                                                                                                                                                                                                                                 |         |          |                                            |
| Identify and recruit new board members so to transition from founding board to governing board upon opening of school. Fulfill diversity representation goals.                                                                                                                                                                                          | 7/1/20  | 8/31/21  | Rick Wray & Sara Rolfs, School Co Founders |
| Conduct monthly board meetings, one board retreat, and periodic FACE and Facility Acquisition and Design sub-committee meetings                                                                                                                                                                                                                         | 7/1/20  | 8/31/21  | Rick Wray & Sara Rolfs, School Co Founders |
| Administer Board professional development trainings with WA Charters and Dr. John Scott: Governing with Cultural Humility and Prioritizing Diversity, Equity, and Inclusion/Goal-Setting and Board Accountability/Open Public Meetings and Public Records Act/Fundraising and Fiduciary Responsibility/Executive Director Accountability and Evaluation | 7/1/20  | 8/31/21  | Rick Wray & Sara Rolfs, School Co Founders |
| Submit F1 Personal Financial Disclosure Statements                                                                                                                                                                                                                                                                                                      | 6/1/21  | 6/30/21  | Rick Wray, Co-Founder                      |
| <b>Curriculum and Education Model</b>                                                                                                                                                                                                                                                                                                                   |         |          |                                            |
| Continue to visit model schools that share vision and curriculum alignment                                                                                                                                                                                                                                                                              | 7/1/20  | 6/30/21  | Jill Fineis, Founding Principal            |
| Finalize curriculum framework, and develop grade level scope and sequence, screeners, and assessments                                                                                                                                                                                                                                                   | 7/1/20  | 6/30/21  | Jill Fineis, Founding Principal            |
| Develop community-influenced DEI and SEL framework and assessment structure                                                                                                                                                                                                                                                                             | 7/1/20  | 6/30/21  | Jill Fineis, Founding Principal            |
| Pursue Place Network planning year activities (coaching, professional development,                                                                                                                                                                                                                                                                      | 7/1/20  | 6/30/21  | Jill Fineis, Founding Principal            |
| Design and implement year long professional development plan for all staff                                                                                                                                                                                                                                                                              | 7/1/20  | 6/30/21  | Jill Fineis, Founding Principal            |
| Develop faculty coaching/feedback and observation protocol and plan                                                                                                                                                                                                                                                                                     | 7/1/20  | 6/30/21  | Jill Fineis, Founding Principal            |
| Develop and implement curriculum training plan                                                                                                                                                                                                                                                                                                          | 7/1/20  | 6/30/21  | Jill Fineis, Founding Principal            |
| Create state assessment schedule for year one                                                                                                                                                                                                                                                                                                           | 7/1/20  | 6/30/21  | Jill Fineis, Founding Principal            |
| Valor Compass in Leadership Trainings                                                                                                                                                                                                                                                                                                                   | 10/1/20 | 4/20/21  | Jill Fineis, Founding Principal            |
| Finalized PBE units for entire year                                                                                                                                                                                                                                                                                                                     | 7/1/20  | 6/30/21  | Jill Fineis, Founding Principal            |
| <b>Facility</b>                                                                                                                                                                                                                                                                                                                                         |         |          |                                            |
| Sign final facility lease agreement with City of Wenatchee upon charter approval                                                                                                                                                                                                                                                                        | 8/1/20  | 9/1/20   | Rick Wray, Co-Founder                      |
| Engage WCSO facility consultant, finalize tenant improvement needs, and engage architect and engineer firms.                                                                                                                                                                                                                                            | 8/1/20  | 10/1/20  | Rick Wray, Co-Founder                      |
| Put remodel vision out to bid, select general contractor, schedule construction                                                                                                                                                                                                                                                                         | 10/1/20 | 12/31/20 | Director of Finance & Operations           |
| Engage facility financier and secure facility remodel financing                                                                                                                                                                                                                                                                                         | 8/1/20  | 12/31/20 | Rick Wray, Co-Founder                      |



|                                                                                                                                              |         |          |                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------|---------|----------|----------------------------------|
| Conduct monthly Facility Acquisition and Design subcommittee meetings                                                                        | 7/1/20  | 8/1/21   | Rick Wray, Co-Founder            |
| Remodel and furnish facility, receive Occupancy Permit, and open doors                                                                       | 1/1/21  | 8/1/21   | Director of Finance & Operations |
| Schedule and conduct Community Open House to showcase remodeled facility                                                                     | 7/1/21  | 8/15/21  | Director of Finance & Operations |
| <b>Special Populations Planning</b>                                                                                                          |         |          |                                  |
| Participate in the True Measure Collaborative summer institute                                                                               | 7/1/21  | 8/15/21  | Jill Fineis, Founding Principal  |
| Design at three tier MTSS plan                                                                                                               | 7/1/20  | 6/30/21  | Jill Fineis, Founding Principal  |
| Create a Tier I universal supports plan                                                                                                      | 7/1/20  | 6/30/21  | Jill Fineis, Founding Principal  |
| Create Tier II intervention plans: Identification and referral process for special programs (HiCap, ELL, SpEd, 504, MV)                      | 7/1/20  | 6/30/21  | Jill Fineis, Founding Principal  |
| Create Tier III intensive support plans: ELL program framework, HiCap program framework, SpEd framework and policies and procedure           | 7/1/20  | 6/30/21  | Jill Fineis, Founding Principal  |
| Identify program coordinators (Civil Rights, Section 504, Title IX, MV, Truancy)                                                             | 7/1/20  | 6/30/21  | Jill Fineis, Founding Principal  |
| <b>Budget, Finance, and Fundraising</b>                                                                                                      |         |          |                                  |
| Sign contract with Joule Growth Partners for consulting CFO support and NCESD for back office support                                        | 9/1/20  | 7/31/21  | Jill Fineis, Founding Principal  |
| Finalize planning year pre-opening budget                                                                                                    | 7/1/20  | 7/31/20  | Jill Fineis, Founding Principal  |
| Create master list of all critical financial roles and responsibilities, and assign to appropriate employee and contractor job descriptions  | 7/1/20  | 7/31/20  | Jill Fineis, Founding Principal  |
| Publish Annual Budget Publication Notice                                                                                                     | 4/1/21  | 7/31/21  | Director of Finance & Operations |
| Develop organizational data dashboard to track financial metrics that can be shared with Board on a monthly basis for progress monitoring    | 1/1/21  | 2/28/21  | Director of Finance & Operations |
| Produce quarterly financial statements to share with WA Charters and Board                                                                   | 9/1/20  | 12/31/20 | Director of Finance & Operations |
| Design and implement planning year fundraising plan                                                                                          | 7/1/20  | 8/31/21  | Jill Fineis, Founding Principal  |
| <b>Operations</b>                                                                                                                            |         |          |                                  |
| Purchase WA Charters Membership                                                                                                              | 8/1/20  | 9/1/20   | Rick Wray, Co-Founder            |
| Apply for a Business License, DUNS and SAM number, and CAGE code                                                                             | 10/1/20 | 12/30/20 | Director of Finance & Operations |
| Apply for unemployment insurance and workers compensation coverage                                                                           | 10/1/20 | 12/31/20 | Director of Finance & Operations |
| Create master list of all critical operations roles and responsibilities, and assign to appropriate employee and contractor job descriptions | 10/1/20 | 12/31/20 | Director of Finance & Operations |
| Create more functional website that better supports school once opened                                                                       | 10/1/20 | 12/31/20 | Director of Finance & Operations |



|                                                                                                                                                                                 |         |          |                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------|----------------------------------|
| Open Public Meetings Act Compliance (post board meetings to website, train board and staff, submit annual board meeting schedule to commission)                                 | 9/1/20  | ongoing  | Director of Finance & Operations |
| Attend Public Records Officer Training                                                                                                                                          | 10/1/20 | 12/31/20 | Director of Finance & Operations |
| Record Retention Training                                                                                                                                                       | 3/1/21  | 6/1/21   | Director of Finance & Operations |
| Finalize year one back office support contract with NCESD                                                                                                                       | 3/1/21  | 6/1/21   | Director of Finance & Operations |
| Finalize any additional contractor needs and design RFPs if relevant (eRate, food services, janitorial)                                                                         | 10/1/20 | 12/31/20 | Director of Finance & Operations |
| Solicit vendors, hire and create contracts                                                                                                                                      | 10/1/20 | 12/31/20 | Director of Finance & Operations |
| Demonstrate evidence of Uniform Accounting Principles Complying with GASB                                                                                                       | 10/1/20 | 12/31/20 | Director of Finance & Operations |
| Determine transportation needs, establish routes, source bids, select contractor, and finalize plan                                                                             | 10/1/20 | 12/31/20 | Director of Finance & Operations |
| Determine purchasing categories (supplies, curriculum, furniture, technology, etc.), receive informal bids, make purchases, coordinate summer order deliveries                  | 10/1/20 | 5/31/21  | Director of Finance & Operations |
| Identify SIS and schedule SIS demos and ILP platforms (Head Rush/ Google)                                                                                                       | 10/1/20 | 1/31/21  | Principal + Dir. Finance & Ops   |
| Design Master School Safety Plan (including school mapping emergency response system and training in Incident Command System (ICS))                                             | 10/1/20 | 5/1/21   | Director of Finance & Operations |
| Create attendance tracking process including BECCA requirements                                                                                                                 | 10/1/20 | 3/31/21  | Director of Finance & Operations |
| Finalize school calendar                                                                                                                                                        | 10/1/20 | 4/1/21   | Director of Finance & Operations |
| Finalize Grievance Policy and process                                                                                                                                           | 10/1/20 | 5/1/21   | Director of Finance & Operations |
| Create master grade book and attendance process                                                                                                                                 | 10/1/20 | 5/1/21   | Director of Finance & Operations |
| Complete annual WA Charters membership survey                                                                                                                                   | 10/1/20 | 5/1/22   | Director of Finance & Operations |
| Develop organizational data dashboard to track financial, operational, and academic metrics that can be shared with board monthly for progress monitoring                       | 10/1/20 | 5/1/21   | Director of Finance & Operations |
| Submit Emergency Contact Information to Commission                                                                                                                              | 10/1/20 | 5/1/21   | Director of Finance & Operations |
| Submit required financial documents to Commission (F195 Annual Budget, F195F Updated 4 year budget detail, and F203 Projections, and evidence of authorization to Expend Funds) | 7/1/20  | 7/10/21  | Director of Finance & Operations |
| <b>Child Nutrition</b>                                                                                                                                                          |         |          |                                  |
| Work with OSPI to become a School Food Authority                                                                                                                                | 10/1/20 | 6/30/21  | Director of Finance & Operations |
| Research potential grants for school lunch program                                                                                                                              | 10/1/20 | 6/30/21  | Director of Finance & Operations |
| Select a vendor (See RFP within Operations + Finance for more information)                                                                                                      | 10/1/20 | 6/30/21  | Director of Finance & Operations |
| Walk facility with food service provider to determine required equipment to order                                                                                               | 10/1/20 | 6/30/21  | Director of Finance & Operations |



|                                                                                  |         |          |                                  |
|----------------------------------------------------------------------------------|---------|----------|----------------------------------|
| Download and mail FRPL forms from the Dept of Agriculture                        | 10/1/20 | 6/30/21  | Director of Finance & Operations |
| Work with vendor to establish approved nutrition menus and meal patterns         | 10/1/20 | 6/30/21  | Director of Finance & Operations |
| Work with vendor to establish food service Point of Sale (POS)                   | 10/1/20 | 6/30/21  | Director of Finance & Operations |
| Obtain food safety permit                                                        | 10/1/20 | 6/30/21  | Director of Finance & Operations |
| <b>Policies and Procedures</b>                                                   |         |          |                                  |
| Review required policies/procedures samples and modify for school's needs        | 1/1/21  | 03/01/21 | Director of Finance & Operations |
| Have required policies and procedures approved by board                          | 3/1/21  | 05/01/21 | Director of Finance & Operations |
| <b>Staff Recruitment and Hiring</b>                                              |         |          |                                  |
| Finalize list of staffing needs                                                  | 7/1/20  | 9/30/20  | Jill Fineis, Founding Principal  |
| Finalize salary scale and compensation and benefits packages                     | 7/1/20  | 9/30/20  | Jill Fineis, Founding Principal  |
| Finalize all job descriptions                                                    | 7/1/20  | 9/30/20  | Jill Fineis, Founding Principal  |
| Finalize hiring/personnel policies and procedures                                | 7/1/20  | 9/30/20  | Jill Fineis, Founding Principal  |
| Finalize staff handbook                                                          | 7/1/20  | 9/30/20  | Jill Fineis, Founding Principal  |
| Develop a staff recruitment plan and create supporting documents                 | 7/1/20  | 9/30/20  | Jill Fineis, Founding Principal  |
| Create a termination protocol/process                                            | 7/1/20  | 10/31/20 | Jill Fineis, Founding Principal  |
| Create a competency-based hiring protocol and interview process                  | 8/1/20  | 9/30/20  | Jill Fineis, Founding Principal  |
| Develop a comprehensive recruitment plan                                         | 8/1/20  | 8/1/20   | Jill Fineis, Founding Principal  |
| Develop a hiring rubric that aligns with each phase of the interview process     | 8/1/20  | 9/30/20  | Jill Fineis, Founding Principal  |
| Develop email templates for invitation to interview                              | 8/1/20  | 9/30/20  | Jill Fineis, Founding Principal  |
| In-person interview process created                                              | 8/1/20  | 9/30/20  | Jill Fineis, Founding Principal  |
| Phone interview/screening process created                                        | 8/1/20  | 9/30/20  | Jill Fineis, Founding Principal  |
| Pre-work for interview process identified                                        | 8/1/20  | 9/30/20  | Jill Fineis, Founding Principal  |
| Post positions on website, WA Charters job board, and other posting resources    | 8/1/20  | 9/30/20  | Jill Fineis, Founding Principal  |
| Create list of and attend employment recruiting events                           | 8/1/20  | 9/30/20  | Jill Fineis, Founding Principal  |
| Collect all necessary documents from incoming staff                              | 9/1/20  | 5/1/21   | Jill Fineis, Founding Principal  |
| For staff from out-of-state, ensure they have taken steps to transfer credential | 9/1/20  | 5/1/21   | Jill Fineis, Founding Principal  |
| Hire Staff                                                                       |         |          | Jill Fineis, Founding Principal  |
| Hire Family and Community Engagement Coordinator                                 | 7/1/20  | 8/15/20  | Jill Fineis, Founding Principal  |
| Hire Director of Finance and Operations                                          | 8/1/20  | 10/31/20 | Jill Fineis, Founding Principal  |
| Hire founding teachers                                                           | 7/1/20  | 2/28/21  | Jill Fineis, Founding Principal  |
| Hire Learning Specialists (ELL and SpEd)                                         | 7/1/20  | 3/30/21  | Jill Fineis, Founding Principal  |



|                                                                                                                                      |         |         |                                  |
|--------------------------------------------------------------------------------------------------------------------------------------|---------|---------|----------------------------------|
| Background checks and fingerprints on file from all staff                                                                            | 2/1/21  | 5/1/21  | Jill Fineis, Founding Principal  |
| All staff complete training on child abuse and neglect (SafeSchools)                                                                 | 8/1/21  | 8/15/21 | Jill Fineis, Founding Principal  |
| Submit required staffing documents to Commission (employee handbook, staff configuration, staff contracts, and staff qualifications) | 9/1/20  | 8/1/21  | Jill Fineis, Founding Principal  |
| <b>Day-to-Day Logistics</b>                                                                                                          |         |         |                                  |
| Develop a procedures for accepting and assigning volunteers                                                                          | 10/1/20 | 6/30/21 | Director of Finance & Operations |
| Develop procedures for class period transitions                                                                                      | 10/1/20 | 6/30/21 | Director of Finance & Operations |
| Develop school day arrival procedures for staff and students                                                                         | 10/1/20 | 6/30/21 | Director of Finance & Operations |
| Develop school day dismissal procedures for staff and students                                                                       | 10/1/20 | 6/30/21 | Director of Finance & Operations |
| Develop school-wide discipline procedures and expectations including staff expectations for response                                 | 10/1/20 | 6/30/21 | Director of Finance & Operations |
| Develop school-wide procedure and expectations for breakfast, lunch, and snacks                                                      | 10/1/20 | 6/30/21 | Director of Finance & Operations |
| Develop school-wide procedures and expectations for bathroom & hallway use                                                           | 10/1/20 | 6/30/21 | Director of Finance & Operations |
| Develop school-wide procedures and expectations for out-of-classroom breaks                                                          | 10/1/20 | 6/30/21 | Director of Finance & Operations |





## WASHINGTON STATE CHARTER SCHOOLS ASSOCIATION

### STRONG START PROGRAM OVERVIEW + 2019-2020 WORKSHOPS

The most successful schools are those with strong operational systems and procedures. As a follow-up to WA Charters' School Leadership and Design Fellowship, the Strong Start program works with newly authorized and currently operating charter public schools in Washington State to provide training, services and resources to thoughtfully develop school operations and academic systems. By creating compliant, sustainable systems and procedures within the operations team, instructional staff can focus on providing a high quality, equitable education to diverse learners. Strong Start allows WA Charters members to receive additional supports through on-demand consultation, technical assistance, trainings, and advocacy.

Our training menu aligns to state and federal regulations as well as Office of the Superintendent of Public Instruction requirements and prepares new school to successfully meet the Washington State Charter School Commission Pre-Opening Conditions. All WA Charters grantee participants are required to track progress against the WA Charters Start-up Plan.

#### 2019

##### JULY

###### Finance Foundations

- GAAP, Budgeting, Back Office Roles and Responsibilities

###### Fund Development

- Workshopping your plan

##### AUGUST

###### Preparing for Staff

- Non-instructional Staff Recruitment and Personnel Best Practices

##### SEPTEMBER

###### Preparing for Students

- Student Recruitment and Enrollment Best Practices
- Parent/Family Engagement in the Planning Year
- Running a Lottery
- Open Public Meeting Act (OPMA) Compliance

##### OCTOBER & NOVEMBER

###### Universally Designed School Culture and Climate

- Restorative Practices and MTSS Systems
- Student Civil Rights
- Student Discipline Regulations

###### Universally Designed Curriculum and Instruction

- Interventions, SEL and UDL

##### DECEMBER

###### Preparing for Instructional Staff

- Competency-based Hiring
- Staff Handbook
- Personnel Requirements and Compliance

#### 2020

##### JANUARY

###### School-Based Residencies

- Observe the culture and climate systems, professional development and instructional coaching practices within a Washington State charter school.

##### FEBRUARY

###### Instruction and Professional Development

- Professional Development and Coaching
- Assessments and Screeners
- Interventions
- Program Preparation (Title I and LAP)

##### MARCH

###### Day-to-Day School Operations

- Child Nutrition
- Transportation
- School Health
- Student Information Systems

##### APRIL & MAY

###### Developing a Continuum of Services

- SpEd, ELL, HiCap

###### Staff Readiness & Preparation

- Crisis Communication
- Summer Onboarding

##### JUNE

###### iGrants Application Workshop

- Special Education IDEA (FP 267)
- Title I, Part A (FP 201)
- Learning Assistance Program (FP 218) Title III Consortium (FP 231)



## Program Information

The Strong Start program centers around three primary components:

1. Monthly cohort workshops
2. Monthly team check-ins with WA Charters departments
3. Weekly team check-ins with Director of School Services for Start-up Plan management support

Strong Start **workshops** will be held on the 4<sup>th</sup> Friday of the month unless otherwise noted. We will have a combination of in-person and remote workshops.

| Date               | Location               | Topic                                                                                                 | Presenters                                        |
|--------------------|------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| July 1, 2019       | Seattle Public Library | Strong Start Kick Off & Happy Hour                                                                    | All available WA Charters Staff for introductions |
| July 26, 2019      | Seattle                | Finance Foundations & Fund Development                                                                | Bill Kiolbasa, Gillia Bakie, Diana Marker         |
| August 23, 2019    | Remote                 | Preparing for Non-Instructional Staff                                                                 | Diana Marker                                      |
| September 27, 2019 | Seattle                | Preparing for Students & Families                                                                     | Franki McDaniel, Derek Dias                       |
| October 25, 2019   | Seattle                | Building Systems for a Universally Designed School Culture                                            | John Scott, Diana Marker, Mitch Price             |
| November 22, 2019  | Seattle                | Building Systems for Universally Designed Curriculum and Instruction                                  | Diana Marker, Sarah Okun                          |
| December 13, 2019  | Remote                 | Preparing for Instructional Staff                                                                     | Diana Marker                                      |
| January            | Remote                 | Differentiated School-Based Residencies                                                               |                                                   |
| February 28, 2020  | Remote                 | Instruction and Professional Development                                                              | Diana Marker, Rekha Bhatt                         |
| March 26-27, 2020  | Spokane                | Building Systems for Day-to-Day Operations and visits to PRIDE Prep and Spokane International Academy | Diana Marker                                      |
| April 24, 2020     | Remote                 | Developing a Continuum of Services                                                                    | Diana Marker, Sarah Okun                          |
| May 22, 2020       | Seattle                | Staff Readiness & Communications                                                                      | Maggie Meyers, Diana Marker                       |
| June 26, 2020      | Seattle                | iGrants Workshop                                                                                      | Diana Marker                                      |

### On-going monthly check-ins

Each school team will be responsible for coordinating a monthly check-in with various departments at WA Charters as well as with our external partners at Washington Charter School Development (WCSD). These check-ins will be a way to directly connect you with our experts as well as keep you abreast of resources and supports available to you. Your school team will schedule check-ins with the following departments at WA Charters:

- Communications
- Facilities (WCSD)
- Family and Community Engagement
- Finance
- Fund Development
- True Measure Collaborative: Inclusive Instructional Practices

### Weekly Coaching

Each school team will be required to participate in weekly coaching aid in tracking progress on the WA Charters Start-up Plan.





# PINNACLES PREP

**PINNACLES PREP**

**Section 27: Attachment 28**

Contents:

- Financial Workbook



# New Application Budget and Cash Flow Template Instructions

## General Instructions and Notes for New Application Budgets and Cash Flows

- Complete/Use ALL SEVEN tabs to the right of the 'New Application Budget ---->' placeholder tab.
- Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.
- Cells containing RED triangles in the upper right corner contain guidance on that particular line item.
- All 'Notes' and 'Descriptions of Assumptions' columns are editable. Adding as much detail as possible in these columns is encouraged.

## School Info Tab

- Enter in the Lead Applicant's name, email and phone number.
- In the row 'School District' select the district the school will be in it's first operational year.
- In the row 'Year One' select the fiscal year the school will be in it's first operational year.
- In the row 'School Days' enter in the number of days the proposed school will be open for instruction.

## Enrollment Tab

- Enrollment Section: Enter in cells D8 - M20 the anticipated enrollment for the proposed school by grade by year. The first five years are mandatory as those enrollment assumptions will directly impact the five year budget/operational plan.
- Student Population Section: Enter in cells D31 - M62 (gray only) the anticipated percentage of students for each population designation. These percentages entered will automatically generate the number of students anticipated for that designation based on the total enrollment entered.
- Under the Student Population section, certain designations, i.e. Average Daily Membership, contain comments in the cells where the line name exists. These comments are provided for additional guidance.

## Personnel Tab

- Column C; Enter in the position title.
- Column D; Select from the drop down a category for which that position falls into. Categories contained in the dropdown align with the '5 YR Budget', 'Start-Up Budget' and 'Cash Flow' tabs.  
*\*\*PLEASE NOTE\*\* - Before selecting a category be sure to select the '5 YR Budget' tab to see where each category falls under in terms of the Personnel section.*
- Column E; Enter in the starting salary for that given position.
- Column F - J; Enter in the full-time equivalent (FTE) for that particular position for the given year.
- Cells N3 - R3; Enter in the anticipated percentage of salary increases for that given year. The table below row 3 will automatically calculate given the percentage entered, FTE and starting salary indicated.

## Assumptions Tab

- Column C; All line descriptions are locked and are to remain locked except those shaded gray and named 'Custom'. Those lines can be edited by the applicant.
- Column E; Select either option 1, 2 or 3.  
Option 1; Will generate a total based on a per pupil basis. For example, if an estimation of \$100 per student is desired, select option 1 in column E for that particular line and in column F (shaded green) enter in \$100. If enrollment is 100 students then the total for that line will be \$10,000 in Year 1.  
Option 2; Will generate a total based on a per staff basis. For example, if an estimation of \$1,000 per staff FTE is desired, select option 2 in column E for that particular line and in column F (shaded blue) enter in \$1,000. If the school's FTE count is 20 then the total for that line will be \$20,000 in Year 1.  
Option 3; Will generate a total based on the school. For example, if the desired amount for that line is \$25,000 for the year, select option 2 in column E for that particular line and in column F (shaded orange) enter in \$25,000.
- Column G; Select the desired starting year, YR 1, 2, 3, 4 or 5, for that revenue or expense line.
- Columns H-L; enter in the percentage increase OR decrease that is anticipated for that particular line from year to year.  
*\*\* PLEASE NOTE\*\* - In the 'Payroll Taxes and Benefits' section; percentages entered will be that of total payroll for that particular year and NOT percentage of increase from year to year.*



# New Application Budget and Cash Flow Template Instructions

## General Instructions and Notes for New Application Budgets and Cash Flows

- Complete/Use ALL SEVEN tabs to the right of the 'New Application Budget ---->' placeholder tab.
- Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.
- Cells containing RED triangles in the upper right corner contain guidance on that particular line item.
- All 'Notes' and 'Descriptions of Assumptions' columns are editable. Adding as much detail as possible in these columns is encouraged.

## 5 YR Budget Tab

- Nothing needs to be entered into this tab other than assumptions in the 'Descriptions of Assumptions' column, column J. ALL revenues and expenses are automatically calculated based on the 'Enrollment', 'Personnel' and 'Assumptions' tabs.

## Start-Up Budget Tab

- Column D; Enter the revenues and expense the proposed school expects to receive and incur during the start-up period.

## Cash Flow Tab

- Columns D - J; Enter the revenues and expenses the proposed school anticipates receiving and incurring during the start-up phase in the corresponding months. The amounts received and incurred, as a whole, should tie out to the figures entered into the 'Start-Up Budget' tab. As a checks and balances, column K will compare the 'Start-Up Budget' tab versus the total column, column J, of the Cash Flow tab to ensure accuracy.
- Columns N - Y; Enter the revenues and expenses the proposed school anticipates receiving and incurring during **YEAR 1** in the corresponding months. The amounts received and incurred, as a whole, should tie out to the figures calculated in the '5 YR Budget' tab, column D. As a checks and balances, column AA will compare the '5 YR Budget' tab, Year 1, versus the total column, column Z, of the Cash Flow tab to ensure accuracy.



## **Pinnacles Prep Charter School**

### **New Applicaton Budget(s) & Cash Flow(s) Template**

Lead Applicant Name: Jill Finies, Founding Principal  
Contact Email: jill@pinnaclesprep.org  
Contact Phone: 734-417-6983

School District: Wenatchee School District  
Year One: 2021-22  
School Days: 180



# Pinnacles Prep Charter School

## ENROLLMENT and STUDENT POPULATION

| ENROLLMENT   | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 | 2030-31 |
|--------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Kindergarten | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       |
| 1st Grade    | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       |
| 2nd Grade    | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       |
| 3rd Grade    | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       |
| 4th Grade    | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       |
| 5th Grade    | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       |
| 6th Grade    | 60.00   | 60.00   | 60.00   | 60.00   | 60.00   | 60.00   | 60.00   | -       | -       | -       |
| 7th Grade    | 40.00   | 60.00   | 60.00   | 60.00   | 60.00   | 60.00   | 60.00   | -       | -       | -       |
| 8th Grade    | -       | 50.00   | 60.00   | 60.00   | 60.00   | 60.00   | 60.00   | -       | -       | -       |
| 9th Grade    | -       | -       | 60.00   | 60.00   | 60.00   | 60.00   | 60.00   | -       | -       | -       |
| 10th Grade   | -       | -       | -       | 60.00   | 60.00   | 60.00   | 60.00   | -       | -       | -       |
| 11th Grade   | -       | -       | -       | -       | 60.00   | 60.00   | 60.00   | -       | -       | -       |
| 12th Grade   | -       | -       | -       | -       | -       | 60.00   | 60.00   | -       | -       | -       |

|                                          |        |        |        |        |        |        |        |          |   |   |
|------------------------------------------|--------|--------|--------|--------|--------|--------|--------|----------|---|---|
| Total Elementary Enrollment              | -      | -      | -      | -      | -      | -      | -      | -        | - | - |
| Total Middle School Enrollment           | 100.00 | 170.00 | 180.00 | 180.00 | 180.00 | 180.00 | 180.00 | -        | - | - |
| Total High School Enrollment             | -      | -      | 60.00  | 120.00 | 180.00 | 240.00 | 240.00 | -        | - | - |
| Total Enrollment                         | 100.00 | 170.00 | 240.00 | 300.00 | 360.00 | 420.00 | 420.00 | -        | - | - |
| Change in Net Enrollment from Prior Year | 100.00 | 70.00  | 70.00  | 60.00  | 60.00  | 60.00  | -      | (420.00) | - | - |

## STUDENT POPULATION

| STATE REVENUE                                                                                                                  | *** Numbers and percentages below directly affect revenue lines 4000 on the '5 YR Budget' Tab ***          |        |        |        |        |        |        |       |       |       |
|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|-------|-------|-------|
| Free and Reduced Price Lunch Student %<br><i>* This % is auto-calculated based on the %s entered in rows 58 &amp; 61 below</i> | 50.00%                                                                                                     | 60.00% | 60.00% | 60.00% | 60.00% | 60.00% | 60.00% | 0.00% | 0.00% | 0.00% |
| Student Count Qualifying for Free or Reduced Lunch                                                                             | 50.00                                                                                                      | 102.00 | 144.00 | 180.00 | 216.00 | 252.00 | 252.00 | -     | -     | -     |
| TBIP K-12 %                                                                                                                    | 12.00%                                                                                                     | 7.06%  | 5.00%  | 4.00%  | 3.33%  | 2.86%  | 2.86%  | 0.00% | 0.00% | 0.00% |
| TBIP 7-12 %                                                                                                                    | 8.00%                                                                                                      | 12.94% | 15.00% | 16.00% | 16.67% | 17.14% | 17.14% | 0.00% | 0.00% | 0.00% |
| TBIP Exited %                                                                                                                  | 5.00%                                                                                                      | 5.00%  | 5.00%  | 5.00%  | 5.00%  | 5.00%  | 5.00%  | 0.00% | 0.00% | 0.00% |
| TBIP (K-6) FTE                                                                                                                 | 12.00                                                                                                      | 12.00  | 12.00  | 12.00  | 12.00  | 12.00  | 12.00  | -     | -     | -     |
| TBIP(7-12) FTE                                                                                                                 | 8.00                                                                                                       | 22.00  | 36.00  | 48.00  | 60.00  | 72.00  | 72.00  | -     | -     | -     |
| TBIP Exited FTE                                                                                                                | 5.00                                                                                                       | 8.50   | 12.00  | 15.00  | 18.00  | 21.00  | 21.00  | -     | -     | -     |
| Highly Capable Program?                                                                                                        | Yes                                                                                                        | Yes    | Yes    | Yes    | Yes    | Yes    | Yes    | -     | -     | -     |
| Special Education Students %                                                                                                   | 14%                                                                                                        | 14%    | 14%    | 14%    | 14%    | 14%    | 14%    | 0.00% | 0.00% | 0.00% |
| Actual Special Education Student Count (SPED)                                                                                  | 13.50                                                                                                      | 22.95  | 32.40  | 40.50  | 48.60  | 56.70  | 56.70  | -     | -     | -     |
| Student Transportation                                                                                                         | 50%                                                                                                        | 50%    | 50%    | 50%    | 50%    | 50%    | 50%    | 0.00% | 0.00% | 0.00% |
| Student Transportation Count                                                                                                   | 50.00                                                                                                      | 85.00  | 120.00 | 150.00 | 180.00 | 210.00 | 210.00 | -     | -     | -     |
| K-3 Ratio Student to Teacher Ratio                                                                                             | 17.00                                                                                                      | 17.00  | 17.00  | 17.00  | 17.00  | 17.00  | 17.00  | -     | -     | -     |
| FEDERAL REVENUE                                                                                                                | *** Numbers and percentages below directly affect revenue lines 5000 and 6000 on the '5 YR Budget' Tab *** |        |        |        |        |        |        |       |       |       |
| Average Daily Membership %                                                                                                     | 100%                                                                                                       | 100%   | 100%   | 100%   | 100%   | 100%   | 100%   | 0.00% | 0.00% | 0.00% |
| Average Daily Membership (ADM)                                                                                                 | 100.00                                                                                                     | 170.00 | 240.00 | 300.00 | 360.00 | 420.00 | 420.00 | -     | -     | -     |
| Average Daily Attendance %                                                                                                     | 95%                                                                                                        | 95%    | 95%    | 95%    | 95%    | 95%    | 95%    | 0.00% | 0.00% | 0.00% |
| Average Daily Attendance (ADA)                                                                                                 | 95.00                                                                                                      | 161.50 | 228.00 | 285.00 | 342.00 | 399.00 | 399.00 | -     | -     | -     |
| English Language Learner %                                                                                                     | 20%                                                                                                        | 20%    | 20%    | 20%    | 20%    | 20%    | 20%    | 0.00% | 0.00% | 0.00% |
| English Language Learner Count (ELL)                                                                                           | 20.00                                                                                                      | 34.00  | 48.00  | 60.00  | 72.00  | 84.00  | 84.00  | -     | -     | -     |
| % Student Qualifying for Free Lunch                                                                                            | 40%                                                                                                        | 50%    | 50%    | 50%    | 50%    | 50%    | 50%    | 0.00% | 0.00% | 0.00% |
| Student Count Qualifying for Free Lunch                                                                                        | 40.00                                                                                                      | 85.00  | 120.00 | 150.00 | 180.00 | 210.00 | 210.00 | -     | -     | -     |
| % Student Qualifying for Reduced Lunch                                                                                         | 10%                                                                                                        | 10%    | 10%    | 10%    | 10%    | 10%    | 10%    | 0.00% | 0.00% | 0.00% |
| Student Count Qualifying for Reduced Lunch                                                                                     | 10.00                                                                                                      | 17.00  | 24.00  | 30.00  | 36.00  | 42.00  | 42.00  | -     | -     | -     |



Pinnacles Prep Charter School

[illegible]







# Pinnacles Prep Charter School

## REVENUE AND EXPENSE ASSUMPTIONS

|                                                 |             |            | 2021-22 | 2022-23 | 2023-24  | 2024-25 | 2025-26 | NOTES / INSTRUCTIONS |
|-------------------------------------------------|-------------|------------|---------|---------|----------|---------|---------|----------------------|
| <b>ASSUMPTION KEY</b>                           |             |            |         |         |          |         |         |                      |
| 1                                               | PER STUDENT |            |         |         |          |         |         |                      |
| 2                                               | PER STAFF   |            |         |         |          |         |         |                      |
| 3                                               | PER SCHOOL  |            |         |         |          |         |         |                      |
| <b>6000 - FEDERAL REVENUE - SPECIAL PURPOSE</b> |             |            |         |         |          |         |         |                      |
| 6100 - Special Purpose - OSPI Unassigned        | -           |            | 0.00%   | 0.00%   | 0.00%    | 0.00%   | 0.00%   |                      |
| 6198 - School Food Services                     | 1           | 500.00     | 1       | 0.00%   | 1.00%    | 1.00%   | 1.00%   | 1.00%                |
| Free Breakfast Reimbursement                    | -           |            | 0.00%   | 0.00%   | 0.00%    | 0.00%   | 0.00%   |                      |
| Reduced Breakfast Reimbursement                 | -           |            | 0.00%   | 0.00%   | 0.00%    | 0.00%   | 0.00%   |                      |
| Paid Breakfast Reimbursement                    | -           |            | 0.00%   | 0.00%   | 0.00%    | 0.00%   | 0.00%   |                      |
| Free Lunch Reimbursement                        | -           |            | 0.00%   | 0.00%   | 0.00%    | 0.00%   | 0.00%   |                      |
| Reduced Lunch Reimbursement                     | -           |            | 0.00%   | 0.00%   | 0.00%    | 0.00%   | 0.00%   |                      |
| Paid Lunch Reimbursement                        | -           |            | 0.00%   | 0.00%   | 0.00%    | 0.00%   | 0.00%   |                      |
| Snack Reimbursement                             | -           |            | 0.00%   | 0.00%   | 0.00%    | 0.00%   | 0.00%   |                      |
| Total 6198 - School Food Services               |             |            |         |         |          |         |         |                      |
| Custom FEDERAL REVENUE - SPECIAL PURPOSE        | -           |            | 0.00%   | 0.00%   | 0.00%    | 0.00%   | 0.00%   |                      |
| <b>TOTAL FEDERAL REVENUE - SPECIAL PURPOSE</b>  |             |            |         |         |          |         |         |                      |
| <b>7000 - OTHER SCHOOL DISTRICTS</b>            |             |            |         |         |          |         |         |                      |
| 7100 - Program Participation, Unassigned        | -           |            | 0.00%   | 0.00%   | 0.00%    | 0.00%   | 0.00%   |                      |
| Custom OTHER SCHOOL DISTRICTS                   | -           |            | 0.00%   | 0.00%   | 0.00%    | 0.00%   | 0.00%   |                      |
| <b>TOTAL OTHER SCHOOL DISTRICTS</b>             |             |            |         |         |          |         |         |                      |
| <b>8000 - OTHER ENTITIES</b>                    |             |            |         |         |          |         |         |                      |
| 8100 - Governmental Entities                    | -           |            | 0.00%   | 0.00%   | 0.00%    | 0.00%   | 0.00%   |                      |
| 8200 - Private Foundations                      | 3           | 460,000.00 | 1       | 0.00%   | -100.00% | 0.00%   | 0.00%   | 0.00%                |
| 8500 - Educational Service Districts            | -           |            | 0.00%   | 0.00%   | 0.00%    | 0.00%   | 0.00%   |                      |
| Custom OTHER ENTITIES                           | -           |            | 0.00%   | 0.00%   | 0.00%    | 0.00%   | 0.00%   |                      |
| <b>TOTAL OTHER ENTITIES</b>                     |             |            |         |         |          |         |         |                      |
| <b>9000 - OTHER FINANCING SOURCES</b>           |             |            |         |         |          |         |         |                      |
| 9500 - Long-Term Financing                      | -           |            | 0.00%   | 0.00%   | 0.00%    | 0.00%   | 0.00%   |                      |
| 9900 - Transfers                                | -           |            | 0.00%   | 0.00%   | 0.00%    | 0.00%   | 0.00%   |                      |
| Custom OTHER FINANCING SOURCES                  | -           |            | 0.00%   | 0.00%   | 0.00%    | 0.00%   | 0.00%   |                      |
| <b>TOTAL OTHER FINANCING SOURCES</b>            |             |            |         |         |          |         |         |                      |
| <b>TOTAL REVENUE</b>                            |             |            |         |         |          |         |         |                      |

Based on a 10% loss for a food service provider budget at \$550 per student

WA Charters implementation year & back office support grant







# Pinnacles Prep Charter School

## REVENUE AND EXPENSE ASSUMPTIONS

| ASSUMPTION KEY |             |  |
|----------------|-------------|--|
| 1              | PER STUDENT |  |
| 2              | PER STAFF   |  |
| 3              | PER SCHOOL  |  |

2021-22      2022-23      2023-24      2024-25      2025-26

NOTES / INSTRUCTIONS

### CONTRACTED SERVICES

|                                                   |   |           |   |
|---------------------------------------------------|---|-----------|---|
| Accounting / Audit                                | 3 | 17,500.00 | 1 |
| Legal                                             | 3 | 5,000.00  | 1 |
| Oversight Fee (3%)                                | 3 | -         | 1 |
| Management Company Fee                            | 1 | 5.00      | 1 |
| Nurse Services                                    | 3 | 5,000.00  | 1 |
| Food Service / School Lunch                       | 1 | 550.00    | 1 |
| Payroll Services                                  | 3 | 45,000.00 | 1 |
| Special Ed Services                               | 3 | 38,000.00 | 1 |
| Titlement Services (i.e. Title I)                 | 3 | 15,000.00 | 1 |
| Curriculum Development Specialist, Place Network. | 3 | 17,470.00 | 1 |
| True Measure Collaborative                        | 3 | 12,600.00 | 1 |
| Joule Growth Partners- Consulting CFO             | 3 | 30,000.00 | 1 |

### TOTAL CONTRACTED SERVICES

### SCHOOL OPERATIONS

|                                                 |   |           |   |
|-------------------------------------------------|---|-----------|---|
| Board Expenses                                  | 3 | 13,000.00 | 1 |
| Classroom / Teaching Supplies & Materials       | 1 | 50.00     | 1 |
| Special Ed Supplies & Materials                 | 3 | 1,050.00  | 1 |
| Textbooks / Workbooks                           | 1 | 125.00    | 1 |
| Supplies & Materials other                      | 3 | 10,000.00 | 1 |
| Equipment / Furniture                           | 3 | 27,000.00 | 1 |
| Telephone                                       | 3 | 10,000.00 | 1 |
| Technology                                      | 3 | 11,000.00 | 1 |
| Student Testing & Assessment                    | 1 | 30.00     | 1 |
| Field Trips                                     | 1 | 75.00     | 1 |
| Transportation (student)                        | 3 | 30,348.77 | 1 |
| Student Services - other                        | 3 | 5,000.00  | 1 |
| Office Expense                                  | 3 | 5,000.00  | 1 |
| Staff Development                               | 3 | 7,500.00  | 1 |
| Staff Recruitment                               | 3 | 5,000.00  | 1 |
| Student Recruitment / Marketing                 | 3 | 4,000.00  | 1 |
| School Meals / Lunch                            | 3 | 3,000.00  | 1 |
| Travel (Staff)                                  | 2 | 300.00    | 1 |
| Fundraising                                     | 3 | 5,000.00  | 1 |
| Student Computers                               | 3 | 60,000.00 | 1 |
| Tech Support                                    | 3 | 15,000.00 | 1 |
| Communications: Website, Postage, E-Newsletters | 1 | 15.00     | 1 |

### TOTAL SCHOOL OPERATIONS

### FACILITY OPERATION & MAINTENANCE

|                                               |   |            |   |
|-----------------------------------------------|---|------------|---|
| Insurance                                     | 1 | 85.00      | 1 |
| Janitorial Services                           | 1 | 126.00     | 1 |
| Building and Land Rent / Lease                | 3 | 30,000.00  | 1 |
| Repairs & Maintenance                         | 3 | 12,000.00  | 1 |
| Equipment / Furniture                         | 3 | 3,000.00   | 1 |
| Security Services                             | 3 | 1,200.00   | 1 |
| Utilities                                     | 3 | 20,000.00  | 1 |
| Subs                                          | 2 | 250.00     | 1 |
| Banking Fees                                  | 3 | 1,000.00   | 1 |
| 750,000 Renovation Loan Payment @6% for 6 yrs | 3 | 129,918.00 | 1 |

### TOTAL FACILITY OPERATION & MAINTENANCE

### RESERVES / CONTINGENCY

### TOTAL EXPENSES

### NET OPERATING INCOME (before Depreciation)

### DEPRECIATION & AMORTIZATION

### NET OPERATING INCOME (including Depreciation)

| Enter the % increase below for which the amount entered in column F should increase each year. |         |         |          |       |  |
|------------------------------------------------------------------------------------------------|---------|---------|----------|-------|--|
| 0.00%                                                                                          | 1.50%   | 1.50%   | 1.50%    | 1.50% |  |
| 0.00%                                                                                          | 0.00%   | 0.00%   | 0.00%    | 0.00% |  |
| 3.00%                                                                                          | 3.00%   | 3.00%   | 3.00%    | 3.00% |  |
| 0.00%                                                                                          | 0.00%   | 0.00%   | 0.00%    | 0.00% |  |
| 0.00%                                                                                          | 3.00%   | 3.00%   | 3.00%    | 3.00% |  |
| 0.00%                                                                                          | 3.00%   | 3.00%   | 3.00%    | 3.00% |  |
| 0.00%                                                                                          | 3.00%   | 3.00%   | 3.00%    | 3.00% |  |
| 0.00%                                                                                          | 228.95% | -28.00% | -55.56%  | 0.00% |  |
| 0.00%                                                                                          | 0.00%   | 0.00%   | -100.00% | 0.00% |  |
| 0.00%                                                                                          | 0.00%   | -75.00% | 0.00%    | 0.00% |  |
| 0.00%                                                                                          | 0.00%   | 0.00%   | -31.75%  | 0.00% |  |
| 0.00%                                                                                          | -20.00% | 3.00%   | 3.00%    | 3.00% |  |

SAO and CPA audits  
Set aside amount  
Calculates as 3% total revenue for lines 3100, 3121, 4121, 4155, 4165, 4174 & 4199  
WA Charters membership  
Contracted with local ESD  
Per student cost calculated at 110% of expected reimbursement rate (10% loss)  
Back Office Support (NCESD)  
SPED Contracted Services  
This is a contracted PD expense (ran out of custom lines): Valor Compass SEL  
Would also cover estimated Place Network three year membership.

Board on Track 12K  
Per student estimate (recurring costs)  
Per student estimate (recurring costs)  
10k yearly estimate for new cohort of students  
27k yearly estimate for new cohort of students + office furniture  
Internet / phone (net of e-rate)  
Software (SIS, meals, etc)  
Actual cost will be approx \$90 per student for a yearly public transpo pass; expenses set to  
Misc student expenses  
Copy paper + other misc office expenses  
Yearly estimate for PD books, conferences, etc  
Recruitment fairs, background checks, etc  
Marketing supplies, services (in addition to fam & eng coordinator)  
Misc food expenses outside of food service provider costs  
Venue rental, food, supplies, etc  
Contracted services (ran out of custom lines above)

Per student estimate  
Per student estimate (student count as a proxy for sq ft)  
Per City of Wenatchee Lease Agreement  
Decreased by 50% because of Lease agreement w city  
Misc furniture needs  
Monthly security monitoring + false alarm fees  
Substitute teachers (contracted)  
Renovation loan (2nd loan in yr 3) + Down payment (yr 3)



**Pinnacles Prep Charter School**  
**Located in Wenatchee School District**  
**PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

| SUMMARY            |           |           |           |           |           |
|--------------------|-----------|-----------|-----------|-----------|-----------|
| Total Revenue      | 1,955,068 | 2,376,895 | 4,010,544 | 4,880,896 | 4,896,807 |
| Total Expenses     | 1,821,368 | 2,320,665 | 3,464,914 | 4,327,512 | 4,718,779 |
| Net Income         | 133,700   | 56,230    | 545,630   | 553,384   | 178,028   |
| Revenue Per Pupil  | 19,551    | 13,982    | 16,711    | 16,270    | 13,602    |
| Expenses Per Pupil | 18,214    | 13,651    | 14,437    | 14,425    | 13,108    |

|  | YEAR 1  | YEAR 2  | YEAR 3  | YEAR 4  | YEAR 5  |
|--|---------|---------|---------|---------|---------|
|  | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 |

| REVENUE                                                      |                     |                     |                     |                     |                     |
|--------------------------------------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| <b>1000 - LOCAL TAXES</b>                                    |                     |                     |                     |                     |                     |
| 1100 - Local Property Tax                                    | -                   | -                   | -                   | -                   | -                   |
| 1900 - Other Local Taxes                                     | -                   | -                   | -                   | -                   | -                   |
| Custom LOCAL TAXES                                           | -                   | -                   | -                   | -                   | -                   |
| <b>TOTAL LOCAL TAXES</b>                                     | <b>\$ -</b>         | <b>\$ -</b>         | <b>\$ -</b>         | <b>\$ -</b>         | <b>\$ -</b>         |
| <b>2000 - LOCAL SUPPORT - NON-TAX</b>                        |                     |                     |                     |                     |                     |
| 2200 - Sale Of Goods, Supplies, & Services - Unassigned      | 7,500               | 13,005              | 18,727              | 23,877              | 29,226              |
| 2500 - Gifts Grants, and Donations (Local)                   | 25,000              | 25,000              | 25,000              | 25,000              | 25,000              |
| Custom LOCAL SUPPORT - NON-TAX                               | -                   | -                   | -                   | -                   | -                   |
| <b>TOTAL LOCAL SUPPORT - NON-TAX</b>                         | <b>\$ 32,500</b>    | <b>\$ 38,005</b>    | <b>\$ 43,727</b>    | <b>\$ 48,877</b>    | <b>\$ 54,226</b>    |
| <b>3000 - STATE REVENUE - GENERAL PURPOSE</b>                |                     |                     |                     |                     |                     |
| 3100 - Apportionment                                         | 890,489             | 1,459,079           | 2,896,769           | 3,182,735           | 3,475,343           |
| 3121 - Special Education - General Apportionment             | 25,930              | 44,682              | 64,807              | 82,770              | 101,214             |
| Custom STATE REVENUE - GENERAL PURPOSE                       | -                   | -                   | -                   | -                   | -                   |
| <b>TOTAL STATE REVENUE - GENERAL PURPOSE</b>                 | <b>\$ 916,419</b>   | <b>\$ 1,503,761</b> | <b>\$ 2,961,576</b> | <b>\$ 3,265,505</b> | <b>\$ 3,576,556</b> |
| <b>4000 - STATE REVENUE - SPECIAL PURPOSE</b>                |                     |                     |                     |                     |                     |
| 4121 - Special Education - State                             | 107,701             | 185,595             | 269,206             | 343,843             | 420,482             |
| 4155 - Learning Assistance                                   | 32,792              | 70,444              | 121,518             | 174,215             | 222,621             |
| 4165 - Transitional Bilingual                                | 34,007              | 63,353              | 93,668              | 120,728             | 148,667             |
| 4174 - Highly Capable                                        | 2,951               | 5,099               | 7,318               | 9,300               | 11,498              |
| 4198 - School Food Service                                   | -                   | -                   | -                   | -                   | -                   |
| 4199 - Transportation - Operations                           | 31,249              | 54,132              | 77,874              | 99,192              | 121,292             |
| Custom STATE REVENUE - SPECIAL PURPOSE                       | -                   | -                   | -                   | -                   | -                   |
| <b>TOTAL STATE REVENUE - SPECIAL PURPOSE</b>                 | <b>\$ 208,699</b>   | <b>\$ 378,624</b>   | <b>\$ 569,584</b>   | <b>\$ 747,278</b>   | <b>\$ 924,561</b>   |
| <b>5000 - FEDERAL REVENUE - GENERAL PURPOSE</b>              |                     |                     |                     |                     |                     |
| 5200 - General Purpose Direct Fed. Grants - Unassigned       | -                   | -                   | -                   | -                   | -                   |
| Title I                                                      | 16,000              | 32,966              | 47,006              | 59,345              | 71,927              |
| Title II                                                     | 2,500               | 5,151               | 7,345               | 9,273               | 11,239              |
| Title III                                                    | 1,400               | 2,404               | 3,428               | 4,327               | 5,245               |
| IDEA Funding                                                 | 17,550              | 30,133              | 42,967              | 54,245              | 65,745              |
| CSP                                                          | 250,000             | 300,000             | 212,500             | 537,500             | -                   |
| Total 5200 - General Purpose Direct Fed. Grants - Unassigned | <b>\$ 287,450</b>   | <b>\$ 370,655</b>   | <b>\$ 313,245</b>   | <b>\$ 664,691</b>   | <b>\$ 154,155</b>   |
| Custom FEDERAL REVENUE - GENERAL PURPOSE                     | -                   | -                   | -                   | -                   | -                   |
| <b>TOTAL FEDERAL REVENUE - GENERAL PURPOSE</b>               | <b>\$ 287,450</b>   | <b>\$ 370,655</b>   | <b>\$ 313,245</b>   | <b>\$ 664,691</b>   | <b>\$ 154,155</b>   |
| <b>6000 - FEDERAL REVENUE - SPECIAL PURPOSE</b>              |                     |                     |                     |                     |                     |
| 6100 - Special Purpose - OSPI Unassigned                     | -                   | -                   | -                   | -                   | -                   |
| 6198 - School Food Services                                  | 50,000              | 85,850              | 122,412             | 154,545             | 187,309             |
| Free Breakfast Reimbursement                                 | -                   | -                   | -                   | -                   | -                   |
| Reduced Breakfast Reimbursement                              | -                   | -                   | -                   | -                   | -                   |
| Paid Breakfast Reimbursement                                 | -                   | -                   | -                   | -                   | -                   |
| Free Lunch Reimbursement                                     | -                   | -                   | -                   | -                   | -                   |
| Reduced Lunch Reimbursement                                  | -                   | -                   | -                   | -                   | -                   |
| Paid Lunch Reimbursement                                     | -                   | -                   | -                   | -                   | -                   |
| Snack Reimbursement                                          | -                   | -                   | -                   | -                   | -                   |
| Total 6198 - School Food Services                            | <b>\$ 50,000</b>    | <b>\$ 85,850</b>    | <b>\$ 122,412</b>   | <b>\$ 154,545</b>   | <b>\$ 187,309</b>   |
| Custom FEDERAL REVENUE - SPECIAL PURPOSE                     | -                   | -                   | -                   | -                   | -                   |
| <b>TOTAL FEDERAL REVENUE - SPECIAL PURPOSE</b>               | <b>\$ 50,000</b>    | <b>\$ 85,850</b>    | <b>\$ 122,412</b>   | <b>\$ 154,545</b>   | <b>\$ 187,309</b>   |
| <b>7000 - OTHER SCHOOL DISTRICTS</b>                         |                     |                     |                     |                     |                     |
| 7100 - Program Participation, Unassigned                     | -                   | -                   | -                   | -                   | -                   |
| Custom OTHER SCHOOL DISTRICTS                                | -                   | -                   | -                   | -                   | -                   |
| <b>TOTAL OTHER SCHOOL DISTRICTS</b>                          | <b>\$ -</b>         | <b>\$ -</b>         | <b>\$ -</b>         | <b>\$ -</b>         | <b>\$ -</b>         |
| <b>8000 - OTHER ENTITIES</b>                                 |                     |                     |                     |                     |                     |
| 8100 - Governmental Entities                                 | -                   | -                   | -                   | -                   | -                   |
| 8200 - Private Foundations                                   | 460,000             | -                   | -                   | -                   | -                   |
| 8500 - Educational Service Districts                         | -                   | -                   | -                   | -                   | -                   |
| Custom OTHER ENTITIES                                        | -                   | -                   | -                   | -                   | -                   |
| <b>TOTAL OTHER ENTITIES</b>                                  | <b>\$ 460,000</b>   | <b>\$ -</b>         | <b>\$ -</b>         | <b>\$ -</b>         | <b>\$ -</b>         |
| <b>9000 - OTHER FINANCING SOURCES</b>                        |                     |                     |                     |                     |                     |
| 9500 - Long-Term Financing                                   | -                   | -                   | -                   | -                   | -                   |
| 9900 - Transfers                                             | -                   | -                   | -                   | -                   | -                   |
| Custom OTHER FINANCING SOURCES                               | -                   | -                   | -                   | -                   | -                   |
| <b>TOTAL OTHER FINANCING SOURCES</b>                         | <b>\$ -</b>         | <b>\$ -</b>         | <b>\$ -</b>         | <b>\$ -</b>         | <b>\$ -</b>         |
| <b>TOTAL REVENUE</b>                                         | <b>\$ 1,955,068</b> | <b>\$ 2,376,895</b> | <b>\$ 4,010,544</b> | <b>\$ 4,880,896</b> | <b>\$ 4,896,807</b> |

Description of Assumptions

|                                                           |  |
|-----------------------------------------------------------|--|
| Local lunch sales                                         |  |
| Local fundraising                                         |  |
| Federal funding rates based on historical data review     |  |
| Yearly funding amounts from WA Charters                   |  |
| Based on a 10% loss for a food service provider budget at |  |
| WA Charters implementation year & back office support     |  |



### PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

### Description of Assumptions



**Pinnacles Prep Charter School**  
**Located in Wenatchee School District**  
**PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

| SUMMARY                                              |                     |                     |                     |                     |                     | Description of Assumptions                                |
|------------------------------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|-----------------------------------------------------------|
| Total Revenue                                        | 1,955,068           | 2,376,895           | 4,010,544           | 4,880,896           | 4,896,807           |                                                           |
| Total Expenses                                       | 1,821,368           | 2,320,665           | 3,464,914           | 4,327,512           | 4,718,779           |                                                           |
| Net Income                                           | 133,700             | 56,230              | 545,630             | 553,384             | 178,028             |                                                           |
| Revenue Per Pupil                                    | 19,551              | 13,982              | 16,711              | 16,270              | 13,602              |                                                           |
| Expenses Per Pupil                                   | 18,214              | 13,651              | 14,437              | 14,425              | 13,108              |                                                           |
|                                                      | YEAR 1<br>2021-22   | YEAR 2<br>2022-23   | YEAR 3<br>2023-24   | YEAR 4<br>2024-25   | YEAR 5<br>2025-26   |                                                           |
| <b>SCHOOL OPERATIONS</b>                             |                     |                     |                     |                     |                     |                                                           |
| Board Expenses                                       | 13,000              | 1,040               | 1,071               | 1,103               | 1,136               | Board on Track 12K year 1                                 |
| Classroom / Teaching Supplies & Materials            | 5,000               | 8,755               | 12,731              | 16,391              | 20,259              | Per student estimate (recurring costs)                    |
| Special Ed Supplies & Materials                      | 1,050               | 1,082               | 1,114               | 1,147               | 1,182               |                                                           |
| Textbooks / Workbooks                                | 12,500              | 21,888              | 31,827              | 40,977              | 50,648              | Per student estimate (recurring costs)                    |
| Supplies & Materials other                           | 10,000              | 10,300              | 10,609              | 10,927              | 11,255              | 10k yearly estimate for new supplies for new cohort of    |
| Equipment / Furniture                                | 27,000              | 27,810              | 28,644              | 29,504              | 30,389              | 27k yearly estimate for new cohort of students + office   |
| Telephone                                            | 10,000              | 10,300              | 10,609              | 10,927              | 11,255              | Internet / phone (net of e-rate)                          |
| Technology                                           | 11,000              | 11,330              | 11,670              | 12,020              | 12,381              | Software (SIS, meals, etc)                                |
| Student Testing & Assessment                         | 3,000               | 5,253               | 7,638               | 9,835               | 12,155              |                                                           |
| Field Trips                                          | 7,500               | 13,133              | 19,096              | 24,586              | 30,389              |                                                           |
| Transportation (student)                             | 30,349              | 52,573              | 75,631              | 96,335              | 117,799             | Actual cost will be approx \$90 per student for a yearly  |
| Student Services - other                             | 5,000               | 5,150               | 5,305               | 5,464               | 5,628               | Misc student expenses                                     |
| Office Expense                                       | 5,000               | 5,150               | 5,305               | 5,464               | 5,628               | Copy paper + other misc office expenses                   |
| Staff Development                                    | 7,500               | 7,725               | 7,957               | 8,195               | 8,441               | Yearly estimate for PD books, conferences, etc            |
| Staff Recruitment                                    | 5,000               | 5,150               | 5,305               | 5,464               | 5,628               | Recruitment fairs, background checks, etc                 |
| Student Recruitment / Marketing                      | 4,000               | 4,120               | 4,244               | 4,371               | 4,502               | Marketing supplies, services (in addition to fam & eng    |
| School Meals / Lunch                                 | 3,000               | 3,090               | 3,183               | 3,278               | 3,377               | Misc food expenses outside of food service provider costs |
| Travel (Staff)                                       | 3,450               | 4,481               | 6,684               | 10,162              | 11,143              |                                                           |
| Fundraising                                          | 5,000               | 5,150               | 5,305               | 5,464               | 5,628               | Venue rental, food, supplies, etc                         |
| Student Computers                                    | 60,000              | 61,800              | 63,654              | 65,564              | 67,531              |                                                           |
| Tech Support                                         | 15,000              | 15,450              | 15,914              | 16,391              | 16,883              | Contracted services (ran out of custom lines above)       |
| Communications: Website, Postage, E-Newsletters      | 1,500               | 2,627               | 3,819               | 4,917               | 6,078               |                                                           |
| <b>TOTAL SCHOOL OPERATIONS</b>                       | <b>\$ 244,849</b>   | <b>\$ 283,355</b>   | <b>\$ 337,312</b>   | <b>\$ 388,486</b>   | <b>\$ 439,311</b>   |                                                           |
| <b>FACILITY OPERATION &amp; MAINTENANCE</b>          |                     |                     |                     |                     |                     |                                                           |
| Insurance                                            | 8,500               | 14,884              | 21,642              | 27,865              | 34,441              | Per student estimate                                      |
| Janitorial Services                                  | 12,600              | 22,063              | 32,082              | 41,305              | 51,053              | Per student estimate (student count as a proxy for sq ft) |
| Building and Land Rent / Lease                       | 30,000              | 30,600              | 31,212              | 31,836              | 32,473              | Per City of Wenatchee Lease Agreement                     |
| Repairs & Maintenance                                | 12,000              | 12,360              | 12,731              | 13,113              | 13,506              | decreased by 50% bc of Lease agreement w city             |
| Equipment / Furniture                                | 3,000               | 3,090               | 3,183               | 3,278               | 3,377               | Misc furniture needs                                      |
| Security Services                                    | 1,200               | 1,236               | 1,273               | 1,311               | 1,351               | Monthly security monitoring + false alarm fees            |
| Utilities                                            | 20,000              | 20,000              | 20,600              | 21,218              | 21,855              |                                                           |
| Subs                                                 | 2,875               | 3,734               | 5,570               | 8,469               | 9,285               | Substitute teachers (contracted)                          |
| Banking Fees                                         | 1,000               | 1,030               | 1,061               | 1,093               | 1,126               |                                                           |
| 750,000 Renovation Loan Payment @6% for 6 yrs        | 129,918             | 130,518             | 563,128             | 446,778             | 447,414             | Renovation loan (2nd loan in yr 3) + Down payment (yr 3)  |
| <b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>    | <b>\$ 221,093</b>   | <b>\$ 239,514</b>   | <b>\$ 692,482</b>   | <b>\$ 596,265</b>   | <b>\$ 615,879</b>   |                                                           |
| <b>RESERVES / CONTINGENCY</b>                        | <b>25,000</b>       | <b>25,000</b>       | <b>25,000</b>       | <b>25,000</b>       | <b>25,000</b>       |                                                           |
| <b>TOTAL EXPENSES</b>                                | <b>\$ 1,821,368</b> | <b>\$ 2,320,665</b> | <b>\$ 3,464,914</b> | <b>\$ 4,327,512</b> | <b>\$ 4,718,779</b> |                                                           |
| <b>NET OPERATING INCOME (before Depreciation)</b>    | <b>\$ 133,700</b>   | <b>\$ 56,230</b>    | <b>\$ 545,630</b>   | <b>\$ 553,384</b>   | <b>\$ 178,028</b>   |                                                           |
| <b>DEPRECIATION &amp; AMORTIZATION</b>               | <b>-</b>            | <b>-</b>            | <b>-</b>            | <b>-</b>            | <b>-</b>            |                                                           |
| <b>NET OPERATING INCOME (including Depreciation)</b> | <b>\$ 133,700</b>   | <b>\$ 56,230</b>    | <b>\$ 545,630</b>   | <b>\$ 553,384</b>   | <b>\$ 178,028</b>   |                                                           |



**Pinnacles Prep Charter School**  
**Located in Wenatchee School District**  
**PROJECTED START-UP BUDGET / OPERATING PLAN**  
**FOR INITIAL CHARTER PERIOD**

| SUMMARY                                                      |                   | Description of Assumptions    |
|--------------------------------------------------------------|-------------------|-------------------------------|
| Total Revenue                                                | 474,000           |                               |
| Total Expenses                                               | 463,639           |                               |
| Net Income                                                   | 10,361            |                               |
| Revenue Per Pupil                                            |                   |                               |
| Expenses Per Pupil                                           |                   |                               |
|                                                              |                   | Start-Up Period               |
| REVENUE                                                      |                   |                               |
| <b>1000 - LOCAL TAXES</b>                                    |                   |                               |
| 1100 - Local Property Tax                                    | -                 |                               |
| 1900 - Other Local Taxes                                     | -                 |                               |
| Custom LOCAL TAXES                                           | -                 |                               |
| <b>TOTAL LOCAL TAXES</b>                                     | <b>\$ -</b>       |                               |
| <b>2000 - LOCAL SUPPORT - NON-TAX</b>                        |                   |                               |
| 2200 - Sale Of Goods, Supplies, & Services - Unassigned      | -                 |                               |
| 2500 - Gifts Grants, and Donations (Local)                   | 50,000            | Local Wenatchee Fundraising   |
| Custom LOCAL SUPPORT - NON-TAX                               | -                 |                               |
| <b>TOTAL LOCAL SUPPORT - NON-TAX</b>                         | <b>\$ 50,000</b>  |                               |
| <b>3000 - STATE REVENUE - GENERAL PURPOSE</b>                |                   |                               |
| 3100 - Apportionment                                         | -                 |                               |
| 3121 - Special Education - General Apportionment             | -                 |                               |
| Custom STATE REVENUE - GENERAL PURPOSE                       | -                 |                               |
| <b>TOTAL STATE REVENUE - GENERAL PURPOSE</b>                 | <b>\$ -</b>       |                               |
| <b>4000 - STATE REVENUE - SPECIAL PURPOSE</b>                |                   |                               |
| 4121 - Special Education - State                             | -                 |                               |
| 4155 - Learning Assistance                                   | -                 |                               |
| 4165 - Transitional Bilingual                                | -                 |                               |
| 4174 - Highly Capable                                        | -                 |                               |
| 4198 - School Food Service                                   | -                 |                               |
| 4199 - Transportation - Operations                           | -                 |                               |
| Custom STATE REVENUE - SPECIAL PURPOSE                       | -                 |                               |
| <b>TOTAL STATE REVENUE - SPECIAL PURPOSE</b>                 | <b>\$ -</b>       |                               |
| <b>5000 - FEDERAL REVENUE - GENERAL PURPOSE</b>              |                   |                               |
| 5200 - General Purpose Direct Fed. Grants - Unassigned       | -                 |                               |
| Title I                                                      | -                 |                               |
| Title II                                                     | -                 |                               |
| Title III                                                    | -                 |                               |
| IDEA Funding                                                 | -                 |                               |
| CSP                                                          | 200,000           | Year 0 CSP Grant              |
| Total 5200 - General Purpose Direct Fed. Grants - Unassigned | \$ 200,000        |                               |
| Custom FEDERAL REVENUE - GENERAL PURPOSE                     | -                 |                               |
| <b>TOTAL FEDERAL REVENUE - GENERAL PURPOSE</b>               | <b>\$ 200,000</b> |                               |
| <b>6000 - FEDERAL REVENUE - SPECIAL PURPOSE</b>              |                   |                               |
| 6100 - Special Purpose - OSPI Unassigned                     | -                 |                               |
| 6198 - School Food Services                                  | -                 |                               |
| Free Breakfast Reimbursement                                 | -                 |                               |
| Reduced Breakfast Reimbursement                              | -                 |                               |
| Paid Breakfast Reimbursement                                 | -                 |                               |
| Free Lunch Reimbursement                                     | -                 |                               |
| Reduced Lunch Reimbursement                                  | -                 |                               |
| Paid Lunch Reimbursement                                     | -                 |                               |
| Snack Reimbursement                                          | -                 |                               |
| Total 6198 - School Food Services                            | \$ -              |                               |
| Custom FEDERAL REVENUE - SPECIAL PURPOSE                     | -                 |                               |
| <b>TOTAL FEDERAL REVENUE - SPECIAL PURPOSE</b>               | <b>\$ -</b>       |                               |
| <b>7000 - OTHER SCHOOL DISTRICTS</b>                         |                   |                               |
| 7100 - Program Participation, Unassigned                     | -                 |                               |
| Custom OTHER SCHOOL DISTRICTS                                | -                 |                               |
| <b>TOTAL OTHER SCHOOL DISTRICTS</b>                          | <b>\$ -</b>       |                               |
| <b>8000 - OTHER ENTITIES</b>                                 |                   |                               |
| 8100 - Governmental Entities                                 | -                 |                               |
| 8200 - Private Foundations                                   | 224,000           | WA Charters Smart Start Grant |
| 8500 - Educational Service Districts                         | -                 |                               |
| Custom OTHER ENTITIES                                        | -                 |                               |
| <b>TOTAL OTHER ENTITIES</b>                                  | <b>\$ 224,000</b> |                               |
| <b>9000 - OTHER FINANCING SOURCES</b>                        |                   |                               |
| 9500 - Long-Term Financing                                   | -                 |                               |
| 9900 - Transfers                                             | -                 |                               |



**Pinnacles Prep Charter School**  
**Located in Wenatchee School District**  
**PROJECTED START-UP BUDGET / OPERATING PLAN**  
**FOR INITIAL CHARTER PERIOD**

| SUMMARY                        |                    |
|--------------------------------|--------------------|
| Total Revenue                  | 474,000            |
| Total Expenses                 | 463,639            |
| Net Income                     | 10,361             |
| Revenue Per Pupil              |                    |
| Expenses Per Pupil             |                    |
|                                | Start-Up<br>Period |
| Custom OTHER FINANCING SOURCES | -                  |
| TOTAL OTHER FINANCING SOURCES  | \$ -               |
| TOTAL REVENUE                  | \$ 474,000         |

Description of Assumptions



**Pinnacles Prep Charter School**  
**Located in Wenatchee School District**  
**PROJECTED START-UP BUDGET / OPERATING PLAN**  
**FOR INITIAL CHARTER PERIOD**

**SUMMARY**

|                    |         |
|--------------------|---------|
| Total Revenue      | 474,000 |
| Total Expenses     | 463,639 |
| Net Income         | 10,361  |
| Revenue Per Pupil  |         |
| Expenses Per Pupil |         |

Description of Assumptions

Start-Up  
Period

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

|                                 |         |
|---------------------------------|---------|
| Executive Management            | 100,000 |
| Instructional Management        | -       |
| Deans, Directors & Coordinators | 60,000  |
| CFO / Director of Finance       | 66,667  |
| Operation / Business Manager    | -       |
| Administrative Staff            | -       |
| Other - Administrative          | -       |

Full time founding principal

Full time Family and Community Engagement Coordinator

Director of Finance and Operations - 10 months (\$80K Annual Salary)

**TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS**

**\$ 226,667**

**INSTRUCTIONAL PERSONNEL COSTS**

|                         |   |
|-------------------------|---|
| Teachers - Regular      | - |
| Teachers - SPED         | - |
| Substitute Teachers     | - |
| Teaching Assistants     | - |
| Specialty Teachers      | - |
| Aides                   | - |
| Therapists & Counselors | - |
| Other - Instructional   | - |

**TOTAL INSTRUCTIONAL PERSONNEL COSTS**

**\$ -**

**NON-INSTRUCTIONAL PERSONNEL COSTS**

|                           |   |
|---------------------------|---|
| Nurse                     | - |
| Librarian                 | - |
| Custodian                 | - |
| Security                  | - |
| Other - Non-Instructional | - |

**TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS**

**\$ -**

**TOTAL PERSONNEL EXPENSES**

**\$ 226,667**

**PAYROLL TAXES AND BENEFITS**

|                                 |        |
|---------------------------------|--------|
| Social Security                 | -      |
| Medicare                        | -      |
| State Unemployment              | -      |
| Worker's Compensation Insurance | -      |
| Federal Unemployment            | -      |
| Custom Other Tax #2             | -      |
| Health Insurance                | -      |
| Dental Insurance                | -      |
| Vision Insurance                | -      |
| Life Insurance                  | -      |
| Retirement Contribution         | -      |
| Start-Up Benefit Stipends       | 34,005 |
| Custom Fringe #2                | -      |

15% benefits for each Admin total

**TOTAL PAYROLL TAXES AND BENEFITS**

**\$ 34,005**

**TOTAL PERSONNEL, TAX & BENEFIT EXPENSES**

**\$ 260,672**

**CONTRACTED SERVICES**

|                                                   |        |
|---------------------------------------------------|--------|
| Accounting / Audit                                | -      |
| Legal                                             | -      |
| Oversight Fee (3%)                                | -      |
| Management Company Fee                            | 500    |
| Nurse Services                                    | -      |
| Food Service / School Lunch                       | -      |
| Payroll Services                                  | -      |
| Special Ed Services                               | -      |
| Titlement Services (i.e. Title I)                 | -      |
| Curriculum Development Specialist, Place Network. | 17,000 |
| True Measure Collaborative                        | -      |
| Joule Growth Partners- Consulting CFO             | 24,000 |

WA Charters Planning Year Membership

**TOTAL CONTRACTED SERVICES**

**\$ 41,500**



**Pinnacles Prep Charter School**  
**Located in Wenatchee School District**  
**PROJECTED START-UP BUDGET / OPERATING PLAN**  
**FOR INITIAL CHARTER PERIOD**

| <b>SUMMARY</b>            |         | <u>Description of Assumptions</u> |
|---------------------------|---------|-----------------------------------|
| <b>Total Revenue</b>      | 474,000 |                                   |
| <b>Total Expenses</b>     | 463,639 |                                   |
| <b>Net Income</b>         | 10,361  |                                   |
| <b>Revenue Per Pupil</b>  |         |                                   |
| <b>Expenses Per Pupil</b> |         |                                   |

|  |                    |  |
|--|--------------------|--|
|  | Start-Up<br>Period |  |
|--|--------------------|--|

|                                                      |                   |                                                                            |
|------------------------------------------------------|-------------------|----------------------------------------------------------------------------|
| <b>SCHOOL OPERATIONS</b>                             |                   |                                                                            |
| Board Expenses                                       | 2,200             | Board Trainings +50/mo for committee work                                  |
| Classroom / Teaching Supplies & Materials            | 21,680            | iReady, OpenSciEd Sci, Engage NY                                           |
| Special Ed Supplies & Materials                      | -                 |                                                                            |
| Textbooks / Workbooks                                | -                 |                                                                            |
| Supplies & Materials other                           | -                 |                                                                            |
| Equipment / Furniture                                | 38,000            | (250/student +1000/staffea)                                                |
| Telephone                                            | -                 |                                                                            |
| Technology                                           | 10,989            | 11 macbooks +tax                                                           |
| Student Testing & Assessment                         | -                 |                                                                            |
| Field Trips                                          | -                 |                                                                            |
| Transportation (student)                             | -                 |                                                                            |
| Student Services - other                             | -                 |                                                                            |
| Office Expense                                       | 600               | 50/month for supplies                                                      |
| Staff Development                                    | 15,498            | Valor, MTSS-CI3T, PLC, Core Curriculum                                     |
| Staff Recruitment                                    | 1,500             | 250/month for 6 months                                                     |
| Student Recruitment / Marketing                      | 6,500             | 400/mo for 12 months of events + 125/month Web, enews, tabling,            |
| School Meals / Lunch                                 | -                 |                                                                            |
| Travel (Staff)                                       | -                 |                                                                            |
| Fundraising                                          | -                 |                                                                            |
| Student Computers                                    | -                 |                                                                            |
| Tech Support                                         | -                 |                                                                            |
| Communications: Website, Postage, E-Newsletters      | 3,000             | Website                                                                    |
| <b>TOTAL SCHOOL OPERATIONS</b>                       | <b>\$ 99,967</b>  |                                                                            |
| <b>FACILITY OPERATION &amp; MAINTENANCE</b>          |                   |                                                                            |
| Insurance                                            | 7,500             | Liability and D&O (Haid Estimate)                                          |
| Janitorial Services                                  | -                 |                                                                            |
| Building and Land Rent / Lease                       | 6,000             | 500/mo for 12 months                                                       |
| Repairs & Maintenance                                | -                 |                                                                            |
| Equipment / Furniture                                | -                 |                                                                            |
| Security Services                                    | 3,000             | Bill?-- "School Business Licensing" background checks 88.25/pp SafeSchools |
| Utilities                                            | -                 |                                                                            |
| Subs                                                 | -                 |                                                                            |
| Banking Fees                                         | -                 |                                                                            |
| 750,000 Renovation Loan Payment @6% for 6 yrs        | 45,000            | 750,000 Rennovation interest only Loan Payment @6% for 10 yrs              |
| <b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>    | <b>\$ 61,500</b>  |                                                                            |
| <b>RESERVES / CONTINGENCY</b>                        | <b>-</b>          |                                                                            |
| <b>TOTAL EXPENSES</b>                                | <b>\$ 463,639</b> |                                                                            |
| <b>NET OPERATING INCOME (before Depreciation)</b>    | <b>\$ 10,361</b>  |                                                                            |
| <b>DEPRECIATION &amp; AMORTIZATION</b>               | <b>-</b>          |                                                                            |
| <b>NET OPERATING INCOME (including Depreciation)</b> | <b>\$ 10,361</b>  |                                                                            |



### PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

[illegible]



**Pinnacles Prep Charter School**  
**Located in Wenatchee School District**  
**PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

| SUMMARY                       |            |           |           |           |           |           |           |           |           |           |           |           | CHECK vs. Budget<br>(Must Be Zero) | Description of Assumptions |  |
|-------------------------------|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------------------------------|----------------------------|--|
| Total Revenue                 | 138,567    | 18,567    | 18,567    | 52,167    | 18,567    | 18,567    | 18,567    | 52,167    | 18,567    | 18,567    | 82,567    | 18,567    | 474,000                            | -                          |  |
| Total Expenses                | 50,689     | 20,275    | 26,942    | 45,693    | 26,942    | 26,942    | 45,693    | 26,942    | 46,835    | 69,249    | 50,498    | 26,942    | 463,639                            | -                          |  |
| Net Income                    | 87,878     | (1,708)   | (8,375)   | 6,474     | (8,375)   | (8,375)   | (27,126)  | 25,225    | (28,268)  | (50,682)  | 32,069    | (8,375)   | 10,361                             | -                          |  |
| Cash Flow Adjustments         | -          | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |  |
| Beginning Cash Balance        | -          | 87,878    | 86,169    | 77,795    | 84,268    | 75,894    | 67,519    | 40,393    | 65,618    | 37,350    | (13,333)  | 18,736    | -                                  | -                          |  |
| Ending Cash Balance           | 87,878     | 86,169    | 77,795    | 84,268    | 75,894    | 67,519    | 40,393    | 65,618    | 37,350    | (13,333)  | 18,736    | 10,361    | 10,361                             | -                          |  |
|                               |            |           |           |           |           |           |           |           |           |           |           |           |                                    |                            |  |
|                               | September  | October   | November  | December  | January   | February  | March     | April     | May       | June      | July      | August    | TOTAL                              |                            |  |
|                               |            |           |           |           |           |           |           |           |           |           |           |           |                                    |                            |  |
| TOTAL OTHER FINANCING SOURCES | \$ -       | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -                               | -                          |  |
| TOTAL REVENUE                 | \$ 138,567 | \$ 18,567 | \$ 18,567 | \$ 52,167 | \$ 18,567 | \$ 18,567 | \$ 18,567 | \$ 52,167 | \$ 18,567 | \$ 18,567 | \$ 82,567 | \$ 18,567 | \$ 474,000                         | -                          |  |



**Pinnacles Prep Charter School**  
**Located in Wenatchee School District**  
**PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

| SUMMARY                                           |           |           |           |           |           |           |           |           |           |           |           |           | CHECK vs. Budget<br>(Must Be Zero) | Description of Assumptions |                                      |
|---------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------------------------------|----------------------------|--------------------------------------|
| Total Revenue                                     | 138,567   | 18,567    | 18,567    | 52,167    | 18,567    | 18,567    | 18,567    | 52,167    | 18,567    | 18,567    | 82,567    | 18,567    | 474,000                            | -                          |                                      |
| Total Expenses                                    | 50,689    | 20,275    | 26,942    | 45,693    | 26,942    | 26,942    | 45,693    | 26,942    | 46,835    | 69,249    | 50,498    | 26,942    | 463,639                            | -                          |                                      |
| Net Income                                        | 87,878    | (1,708)   | (8,375)   | 6,474     | (8,375)   | (8,375)   | (27,126)  | 25,225    | (28,268)  | (50,682)  | 32,069    | (8,375)   | 10,361                             | -                          |                                      |
| Cash Flow Adjustments                             | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Beginning Cash Balance                            | -         | 87,878    | 86,169    | 77,795    | 84,268    | 75,894    | 67,519    | 40,393    | 65,618    | 37,350    | (13,333)  | 18,736    | -                                  | -                          |                                      |
| Ending Cash Balance                               | 87,878    | 86,169    | 77,795    | 84,268    | 75,894    | 67,519    | 40,393    | 65,618    | 37,350    | (13,333)  | 18,736    | 10,361    | 10,361                             | -                          |                                      |
|                                                   |           |           |           |           |           |           |           |           |           |           |           |           |                                    |                            |                                      |
|                                                   | September | October   | November  | December  | January   | February  | March     | April     | May       | June      | July      | August    | TOTAL                              |                            |                                      |
|                                                   |           |           |           |           |           |           |           |           |           |           |           |           |                                    |                            |                                      |
| EXPENSES                                          |           |           |           |           |           |           |           |           |           |           |           |           |                                    |                            |                                      |
| ADMINISTRATIVE STAFF PERSONNEL COSTS              |           |           |           |           |           |           |           |           |           |           |           |           |                                    |                            |                                      |
| Executive Management                              | 8,333     | 8,333     | 8,333     | 8,333     | 8,333     | 8,333     | 8,333     | 8,333     | 8,333     | 8,333     | 8,333     | 8,333     | 100,000                            | -                          |                                      |
| Instructional Management                          | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Deans, Directors & Coordinators                   | 5,000     | 5,000     | 5,000     | 5,000     | 5,000     | 5,000     | 5,000     | 5,000     | 5,000     | 5,000     | 5,000     | 5,000     | 60,000                             | -                          |                                      |
| CFO / Director of Finance                         | -         | -         | 6,667     | 6,667     | 6,667     | 6,667     | 6,667     | 6,667     | 6,667     | 6,667     | 6,667     | 6,667     | 66,667                             | -                          |                                      |
| Operation / Business Manager                      | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Administrative Staff                              | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Other - Administrative                            | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS        | \$ 13,333 | \$ 13,333 | \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 226,667                         | -                          |                                      |
| INSTRUCTIONAL PERSONNEL COSTS                     |           |           |           |           |           |           |           |           |           |           |           |           |                                    |                            |                                      |
| Teachers - Regular                                | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Teachers - SPED                                   | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Substitute Teachers                               | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Teaching Assistants                               | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Specialty Teachers                                | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Aides                                             | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Therapists & Counselors                           | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Other - Instructional                             | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| TOTAL INSTRUCTIONAL PERSONNEL COSTS               | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -                               | -                          |                                      |
| NON-INSTRUCTIONAL PERSONNEL COSTS                 |           |           |           |           |           |           |           |           |           |           |           |           |                                    |                            |                                      |
| Nurse                                             | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Librarian                                         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Custodian                                         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Security                                          | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Other - Non-Instructional                         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS           | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -                               | -                          |                                      |
| TOTAL PERSONNEL EXPENSES                          | \$ 13,333 | \$ 13,333 | \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 226,667                         | -                          |                                      |
| PAYROLL TAXES AND BENEFITS                        |           |           |           |           |           |           |           |           |           |           |           |           |                                    |                            |                                      |
| Social Security                                   | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Medicare                                          | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| State Unemployment                                | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Worker's Compensation Insurance                   | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Federal Unemployment                              | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Custom Other Tax #2                               | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Health Insurance                                  | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Dental Insurance                                  | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Vision Insurance                                  | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Life Insurance                                    | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Retirement Contribution                           | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Start-Up Benefit Stipends                         | 8,501     | -         | -         | 8,501     | -         | -         | 8,501     | -         | -         | 8,501     | -         | -         | 34,005                             | -                          | Benefits stipend paid every 3 months |
| Custom Fringe #2                                  | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| TOTAL PAYROLL TAXES AND BENEFITS                  | \$ 8,501  | \$ -      | \$ -      | \$ 8,501  | \$ -      | \$ -      | \$ 8,501  | \$ -      | \$ -      | \$ 8,501  | \$ -      | \$ -      | \$ 34,005                          | -                          |                                      |
| TOTAL PERSONNEL, TAX & BENEFIT EXPENSES           | \$ 21,835 | \$ 13,333 | \$ 20,000 | \$ 28,501 | \$ 20,000 | \$ 20,000 | \$ 28,501 | \$ 20,000 | \$ 20,000 | \$ 28,501 | \$ 20,000 | \$ 20,000 | \$ 260,672                         | -                          |                                      |
| CONTRACTED SERVICES                               |           |           |           |           |           |           |           |           |           |           |           |           |                                    |                            |                                      |
| Accounting / Audit                                | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Legal                                             | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Oversight Fee (3%)                                | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Management Company Fee                            | 500       | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | 500                                | -                          |                                      |
| Nurse Services                                    | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Food Service / School Lunch                       | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Payroll Services                                  | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Special Ed Services                               | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Titlment Services (i.e. Title I)                  | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Curriculum Development Specialist, Place Network. | 4,250     | -         | -         | 4,250     | -         | -         | 4,250     | -         | -         | 4,250     | -         | -         | 17,000                             | -                          | Billed quarterly                     |
| True Measure Collaborative                        | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                          |                                      |
| Joule Growth Partners- Consulting CFO             | 6,000     | -         | -         | 6,000     | -         | -         | 6,000     | -         | -         | 6,000     | -         | -         | 24,000                             | -                          | Billed quarterly                     |
| TOTAL CONTRACTED SERVICES                         | \$ 10,750 | \$ -      | \$ -      | \$ 10,250 | \$ -      | \$ -      | \$ 10,250 | \$ -      | \$ -      | \$ 10,250 | \$ -      | \$ -      | \$ 41,500                          | -                          |                                      |



**Pinnacles Prep Charter School**  
**Located in Wenatchee School District**  
**PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

| SUMMARY                                         |           |            |            |           |            |            |             |           |             |             |           |            | CHECK vs. Budget<br>(Must Be Zero) | Description of Assumptions |                                                      |
|-------------------------------------------------|-----------|------------|------------|-----------|------------|------------|-------------|-----------|-------------|-------------|-----------|------------|------------------------------------|----------------------------|------------------------------------------------------|
| Total Revenue                                   | 138,567   | 18,567     | 18,567     | 52,167    | 18,567     | 18,567     | 18,567      | 52,167    | 18,567      | 18,567      | 82,567    | 18,567     | 474,000                            | -                          |                                                      |
| Total Expenses                                  | 50,689    | 20,275     | 26,942     | 45,693    | 26,942     | 26,942     | 45,693      | 26,942    | 46,835      | 69,249      | 50,498    | 26,942     | 463,639                            | -                          |                                                      |
| Net Income                                      | 87,878    | (1,708)    | (8,375)    | 6,474     | (8,375)    | (8,375)    | (27,126)    | 25,225    | (28,268)    | (50,682)    | 32,069    | (8,375)    | 10,361                             | -                          |                                                      |
| Cash Flow Adjustments                           | -         | -          | -          | -         | -          | -          | -           | -         | -           | -           | -         | -          | -                                  | -                          |                                                      |
| Beginning Cash Balance                          | -         | 87,878     | 86,169     | 77,795    | 84,268     | 75,894     | 67,519      | 40,393    | 65,618      | 37,350      | (13,333)  | 18,736     | -                                  | -                          |                                                      |
| Ending Cash Balance                             | 87,878    | 86,169     | 77,795     | 84,268    | 75,894     | 67,519     | 40,393      | 65,618    | 37,350      | (13,333)    | 18,736    | 10,361     | 10,361                             | -                          |                                                      |
|                                                 |           |            |            |           |            |            |             |           |             |             |           |            |                                    |                            |                                                      |
|                                                 | September | October    | November   | December  | January    | February   | March       | April     | May         | June        | July      | August     | TOTAL                              |                            |                                                      |
|                                                 |           |            |            |           |            |            |             |           |             |             |           |            |                                    |                            |                                                      |
| SCHOOL OPERATIONS                               |           |            |            |           |            |            |             |           |             |             |           |            |                                    |                            |                                                      |
| Board Expenses                                  | 183       | 183        | 183        | 183       | 183        | 183        | 183         | 183       | 183         | 183         | 183       | 183        | 2,200                              | -                          |                                                      |
| Classroom / Teaching Supplies & Materials       | -         | -          | -          | -         | -          | -          | -           | -         | 7,227       | 7,227       | 7,227     | -          | 21,680                             | -                          | Bought in the lead up to school starting             |
| Special Ed Supplies & Materials                 | -         | -          | -          | -         | -          | -          | -           | -         | -           | -           | -         | -          | -                                  | -                          |                                                      |
| Textbooks / Workbooks                           | -         | -          | -          | -         | -          | -          | -           | -         | -           | -           | -         | -          | -                                  | -                          |                                                      |
| Supplies & Materials other                      | -         | -          | -          | -         | -          | -          | -           | -         | -           | -           | -         | -          | -                                  | -                          |                                                      |
| Equipment / Furniture                           | -         | -          | -          | -         | -          | -          | -           | -         | 12,667      | 12,667      | 12,667    | -          | 38,000                             | -                          | Bought in the lead up to school starting             |
| Telephone                                       | -         | -          | -          | -         | -          | -          | -           | -         | -           | -           | -         | -          | -                                  | -                          |                                                      |
| Technology                                      | 3,663     | -          | -          | -         | -          | -          | -           | -         | -           | 3,663       | 3,663     | -          | 10,989                             | -                          | Laptops for beginning staff in Sept, rest of laptops |
| Student Testing & Assessment                    | -         | -          | -          | -         | -          | -          | -           | -         | -           | -           | -         | -          | -                                  | -                          |                                                      |
| Field Trips                                     | -         | -          | -          | -         | -          | -          | -           | -         | -           | -           | -         | -          | -                                  | -                          |                                                      |
| Transportation (student)                        | -         | -          | -          | -         | -          | -          | -           | -         | -           | -           | -         | -          | -                                  | -                          |                                                      |
| Student Services - other                        | -         | -          | -          | -         | -          | -          | -           | -         | -           | -           | -         | -          | -                                  | -                          |                                                      |
| Office Expense                                  | 50        | 50         | 50         | 50        | 50         | 50         | 50          | 50        | 50          | 50          | 50        | 50         | 600                                | -                          | Misc expenses to occur throughout year               |
| Staff Development                               | 1,292     | 1,292      | 1,292      | 1,292     | 1,292      | 1,292      | 1,292       | 1,292     | 1,292       | 1,292       | 1,292     | 1,292      | 15,498                             | -                          | Misc expenses to occur throughout year               |
| Staff Recruitment                               | 125       | 125        | 125        | 125       | 125        | 125        | 125         | 125       | 125         | 125         | 125       | 125        | 1,500                              | -                          | Misc expenses to occur throughout year               |
| Student Recruitment / Marketing                 | 542       | 542        | 542        | 542       | 542        | 542        | 542         | 542       | 542         | 542         | 542       | 542        | 6,500                              | -                          | Misc expenses to occur throughout year               |
| School Meals / Lunch                            | -         | -          | -          | -         | -          | -          | -           | -         | -           | -           | -         | -          | -                                  | -                          |                                                      |
| Travel (Staff)                                  | -         | -          | -          | -         | -          | -          | -           | -         | -           | -           | -         | -          | -                                  | -                          |                                                      |
| Fundraising                                     | -         | -          | -          | -         | -          | -          | -           | -         | -           | -           | -         | -          | -                                  | -                          |                                                      |
| Student Computers                               | -         | -          | -          | -         | -          | -          | -           | -         | -           | -           | -         | -          | -                                  | -                          |                                                      |
| Tech Support                                    | -         | -          | -          | -         | -          | -          | -           | -         | -           | -           | -         | -          | -                                  | -                          |                                                      |
| Communications: Website, Postage, E-Newsletters | 250       | 250        | 250        | 250       | 250        | 250        | 250         | 250       | 250         | 250         | 250       | 250        | 3,000                              | -                          | Misc expenses to occur throughout year               |
| TOTAL SCHOOL OPERATIONS                         | \$ 6,105  | \$ 2,442   | \$ 2,442   | \$ 2,442  | \$ 2,442   | \$ 2,442   | \$ 2,442    | \$ 2,442  | \$ 22,335   | \$ 25,998   | \$ 25,998 | \$ 2,442   | \$ 99,967                          | -                          |                                                      |
|                                                 |           |            |            |           |            |            |             |           |             |             |           |            |                                    |                            |                                                      |
| FACILITY OPERATION & MAINTENANCE                |           |            |            |           |            |            |             |           |             |             |           |            |                                    |                            |                                                      |
| Insurance                                       | 7,500     | -          | -          | -         | -          | -          | -           | -         | -           | -           | -         | -          | 7,500                              | -                          | Usually purchased at beg of fiscal year              |
| Janitorial Services                             | -         | -          | -          | -         | -          | -          | -           | -         | -           | -           | -         | -          | -                                  | -                          |                                                      |
| Building and Land Rent / Lease                  | 500       | 500        | 500        | 500       | 500        | 500        | 500         | 500       | 500         | 500         | 500       | 500        | 6,000                              | -                          | Monthly rent on office space                         |
| Repairs & Maintenance                           | -         | -          | -          | -         | -          | -          | -           | -         | -           | -           | -         | -          | -                                  | -                          |                                                      |
| Equipment / Furniture                           | -         | -          | -          | -         | -          | -          | -           | -         | -           | -           | -         | -          | -                                  | -                          |                                                      |
| Security Services                               | 250       | 250        | 250        | 250       | 250        | 250        | 250         | 250       | 250         | 250         | 250       | 250        | 3,000                              | -                          |                                                      |
| Utilities                                       | -         | -          | -          | -         | -          | -          | -           | -         | -           | -           | -         | -          | -                                  | -                          |                                                      |
| Subs                                            | -         | -          | -          | -         | -          | -          | -           | -         | -           | -           | -         | -          | -                                  | -                          |                                                      |
| Banking Fees                                    | -         | -          | -          | -         | -          | -          | -           | -         | -           | -           | -         | -          | -                                  | -                          |                                                      |
| 750,000 Renovation Loan Payment @6% for 6 yrs   | 3,750     | 3,750      | 3,750      | 3,750     | 3,750      | 3,750      | 3,750       | 3,750     | 3,750       | 3,750       | 3,750     | 3,750      | 45,000                             | -                          | Monthly payments                                     |
| TOTAL FACILITY OPERATION & MAINTENANCE          | \$ 12,000 | \$ 4,500   | \$ 4,500   | \$ 4,500  | \$ 4,500   | \$ 4,500   | \$ 4,500    | \$ 4,500  | \$ 4,500    | \$ 4,500    | \$ 4,500  | \$ 4,500   | \$ 61,500                          | -                          |                                                      |
| RESERVES / CONTINGENCY                          | -         | -          | -          | -         | -          | -          | -           | -         | -           | -           | -         | -          | -                                  | -                          |                                                      |
| TOTAL EXPENSES                                  | \$ 50,689 | \$ 20,275  | \$ 26,942  | \$ 45,693 | \$ 26,942  | \$ 26,942  | \$ 45,693   | \$ 26,942 | \$ 46,835   | \$ 69,249   | \$ 50,498 | \$ 26,942  | \$ 463,639                         | -                          |                                                      |
| NET OPERATING INCOME (before Depreciation)      | \$ 87,878 | \$ (1,708) | \$ (8,375) | \$ 6,474  | \$ (8,375) | \$ (8,375) | \$ (27,126) | \$ 25,225 | \$ (28,268) | \$ (50,682) | \$ 32,069 | \$ (8,375) | \$ 10,361                          | -                          |                                                      |
| DEPRECIATION & AMORTIZATION                     | -         | -          | -          | -         | -          | -          | -           | -         | -           | -           | -         | -          | -                                  | -                          |                                                      |
| NET OPERATING INCOME (including Depreciation)   | \$ 87,878 | \$ (1,708) | \$ (8,375) | \$ 6,474  | \$ (8,375) | \$ (8,375) | \$ (27,126) | \$ 25,225 | \$ (28,268) | \$ (50,682) | \$ 32,069 | \$ (8,375) | \$ 10,361                          | -                          |                                                      |



**Pinnacles Prep Charter School**  
**Located in Wenatchee School District**

| SUMMARY                                           |            |           |           |            |           |           |           |           |           |           |           |           |                                    | CHECK vs. Budget<br>(Must Be Zero) | Description of Assumptions |                                      |
|---------------------------------------------------|------------|-----------|-----------|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------------------------------|------------------------------------|----------------------------|--------------------------------------|
| Total Revenue                                     | 232,708    | 108,969   | 179,856   | 184,590    | 108,969   | 179,856   | 108,969   | 177,969   | 179,856   | 69,590    | 121,215   | 189,658   | 112,512                            | 1,954,718                          | (350)                      |                                      |
| Total Expenses                                    | 246,059    | 135,454   | 133,442   | 155,059    | 135,623   | 134,792   | 155,059   | 135,792   | 133,442   | 154,047   | 135,973   | 132,125   | 34,500                             | 1,821,368                          | -                          |                                      |
| Net Income                                        | (13,351)   | (26,485)  | 46,415    | 29,530     | (26,654)  | 45,065    | (46,090)  | 42,177    | 46,415    | (84,457)  | (14,758)  | 57,533    | 78,012                             | 133,350                            | (350)                      |                                      |
| Cash Flow Adjustments                             | -          | -         | -         | -          | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                                  | -                          |                                      |
| Beginning Cash Balance                            | 10,361     | (2,990)   | (29,476)  | 16,939     | 46,470    | 19,815    | 64,880    | 18,789    | 60,967    | 107,381   | 22,924    | 8,166     | 65,699                             | 10,361                             | -                          |                                      |
| Ending Cash Balance                               | (2,990)    | (29,476)  | 16,939    | 46,470     | 19,815    | 64,880    | 18,789    | 60,967    | 107,381   | 22,924    | 8,166     | 65,699    | 143,711                            | 143,711                            | -                          |                                      |
|                                                   |            |           |           |            |           |           |           |           |           |           |           |           |                                    |                                    |                            |                                      |
|                                                   | September  | October   | November  | December   | January   | February  | March     | April     | May       | June      | July      | August    | September +<br>Subsequent<br>Items | TOTAL                              |                            |                                      |
|                                                   |            |           |           |            |           |           |           |           |           |           |           |           |                                    |                                    |                            |                                      |
| REVENUE                                           |            |           |           |            |           |           |           |           |           |           |           |           |                                    |                                    |                            |                                      |
| 1000 - LOCAL TAXES                                |            |           |           |            |           |           |           |           |           |           |           |           |                                    |                                    |                            |                                      |
| 1100 - Local Property Tax                         | -          | -         | -         | -          | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                                  | -                          | -                                    |
| 1900 - Other Local Taxes                          | -          | -         | -         | -          | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                                  | -                          | -                                    |
| Custom LOCAL TAXES                                | -          | -         | -         | -          | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                                  | -                          | -                                    |
| TOTAL LOCAL TAXES                                 | \$ -       | \$ -      | \$ -      | \$ -       | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -                               | \$ -                               | \$ -                       | -                                    |
| 2000 - LOCAL SUPPORT - NON-TAX                    |            |           |           |            |           |           |           |           |           |           |           |           |                                    |                                    |                            |                                      |
| 2200 - Sale Of Goods, Supplies, & Services -      | 625        | 625       | 625       | 625        | 625       | 625       | 625       | 625       | 625       | 625       | 625       | 625       | -                                  | 7,500                              | -                          | Misc donations, assumed to be raised |
| 2500 - Gifts Grants, and Donations (Local)        | 2,083      | 2,083     | 2,083     | 2,083      | 2,083     | 2,083     | 2,083     | 2,083     | 2,083     | 2,083     | 2,083     | 2,083     | -                                  | 25,000                             | -                          | Student lunch payments (monthly)     |
| Custom LOCAL SUPPORT - NON-TAX                    | -          | -         | -         | -          | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                                  | -                          | -                                    |
| TOTAL LOCAL SUPPORT - NON-TAX                     | \$ 2,708   | \$ 2,708  | \$ 2,708  | \$ 2,708   | \$ 2,708  | \$ 2,708  | \$ 2,708  | \$ 2,708  | \$ 2,708  | \$ 2,708  | \$ 2,708  | \$ 2,708  | \$ -                               | \$ 32,500                          | -                          | -                                    |
| 3000 - STATE REVENUE - GENERAL PURPOSE            |            |           |           |            |           |           |           |           |           |           |           |           |                                    |                                    |                            |                                      |
| 3100 - Apportionment                              | -          | 80,144    | 80,144    | 48,977     | 80,144    | 80,144    | 80,144    | 80,144    | 80,144    | 48,977    | 53,429    | 89,049    | 89,049                             | 890,489                            | -                          | -                                    |
| 3121 - Special Education - General Apportionment  | -          | 2,334     | 2,334     | 1,426      | 2,334     | 2,334     | 2,334     | 2,334     | 2,334     | 1,426     | 1,556     | 2,593     | 2,593                              | 25,930                             | -                          | -                                    |
| Custom STATE REVENUE - GENERAL PURPOSE            | -          | -         | -         | -          | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                                  | -                          | -                                    |
| TOTAL STATE REVENUE - GENERAL PURPOSE             | \$ -       | \$ 82,478 | \$ 82,478 | \$ 50,403  | \$ 82,478 | \$ 82,478 | \$ 82,478 | \$ 82,478 | \$ 82,478 | \$ 50,403 | \$ 54,985 | \$ 91,642 | \$ 91,642                          | \$ 916,419                         | -                          | -                                    |
| 4000 - STATE REVENUE - SPECIAL PURPOSE            |            |           |           |            |           |           |           |           |           |           |           |           |                                    |                                    |                            |                                      |
| 4121 - Special Education - State                  | -          | 9,693     | 9,693     | 5,924      | 9,693     | 9,693     | 9,693     | 9,693     | 9,693     | 5,924     | 6,462     | 10,770    | 10,770                             | 107,701                            | -                          | -                                    |
| 4155 - Learning Assistance                        | -          | 2,951     | 2,951     | 1,804      | 2,951     | 2,951     | 2,951     | 2,951     | 2,951     | 1,804     | 1,967     | 3,279     | 3,279                              | 32,792                             | -                          | -                                    |
| 4165 - Transitional Bilingual                     | -          | 3,061     | 3,061     | 1,870      | 3,061     | 3,061     | 3,061     | 3,061     | 3,061     | 1,870     | 2,040     | 3,401     | 3,401                              | 34,007                             | -                          | -                                    |
| 4174 - Highly Capable                             | -          | 266       | 266       | 162        | 266       | 266       | 266       | 266       | 266       | 162       | 177       | 295       | 295                                | 2,951                              | -                          | -                                    |
| 4198 - School Food Service                        | -          | -         | -         | -          | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                                  | -                          | -                                    |
| 4199 - Transportation - Operations                | -          | 2,812     | 2,812     | 1,719      | 2,812     | 2,812     | 2,812     | 2,812     | 2,812     | 1,719     | 1,875     | 3,125     | 3,125                              | 31,249                             | -                          | -                                    |
| Custom STATE REVENUE - SPECIAL PURPOSE            | -          | -         | -         | -          | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                                  | -                          | -                                    |
| TOTAL STATE REVENUE - SPECIAL PURPOSE             | \$ -       | \$ 18,783 | \$ 18,783 | \$ 11,478  | \$ 18,783 | \$ 18,783 | \$ 18,783 | \$ 18,783 | \$ 18,783 | \$ 11,478 | \$ 12,522 | \$ 20,870 | \$ 20,870                          | \$ 208,699                         | -                          | -                                    |
| 5000 - FEDERAL REVENUE - GENERAL PURPOSE          |            |           |           |            |           |           |           |           |           |           |           |           |                                    |                                    |                            |                                      |
| 5200 - General Purpose Direct Fed. Grants -       | -          | -         | -         | -          | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                                  | -                          | -                                    |
| Title I                                           | -          | -         | 4,000     | -          | -         | -         | 4,000     | -         | -         | 4,000     | -         | 4,000     | -                                  | 16,000                             | -                          | -                                    |
| Title II                                          | -          | -         | -         | -          | -         | -         | -         | -         | -         | -         | -         | 2,500     | -                                  | 2,500                              | -                          | -                                    |
| Title III                                         | -          | -         | -         | -          | -         | -         | -         | -         | -         | -         | -         | 1,050     | -                                  | 1,050                              | -                          | -                                    |
| IDEA Funding                                      | -          | -         | 4,388     | -          | -         | -         | 4,388     | -         | -         | 4,388     | -         | 4,388     | -                                  | 17,550                             | -                          | -                                    |
| CSP                                               | -          | -         | 62,500    | -          | -         | -         | 62,500    | -         | -         | 62,500    | -         | 62,500    | -                                  | 250,000                            | -                          | -                                    |
| Total 5200 - General Purpose Direct Fed. Grants - | \$ -       | \$ -      | \$ 70,888 | \$ -       | \$ -      | \$ 70,888 | \$ -      | \$ -      | \$ 70,888 | \$ -      | \$ -      | \$ 74,438 | \$ -                               | \$ 287,100                         | (350)                      | -                                    |
| Custom FEDERAL REVENUE - GENERAL PURPOSE          | -          | -         | -         | -          | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                                  | -                          | -                                    |
| TOTAL FEDERAL REVENUE - GENERAL PURPOSE           | \$ -       | \$ -      | \$ 70,888 | \$ -       | \$ -      | \$ 70,888 | \$ -      | \$ -      | \$ 70,888 | \$ -      | \$ -      | \$ 74,438 | \$ -                               | \$ 287,100                         | (350)                      | -                                    |
| 6000 - FEDERAL REVENUE - SPECIAL PURPOSE          |            |           |           |            |           |           |           |           |           |           |           |           |                                    |                                    |                            |                                      |
| 6100 - Special Purpose - OSPI Unassigned          | -          | -         | -         | -          | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                                  | -                          | -                                    |
| 6198 - School Food Services                       | -          | 5,000     | 5,000     | 5,000      | 5,000     | 5,000     | 5,000     | 5,000     | 5,000     | 5,000     | 5,000     | -         | -                                  | 50,000                             | -                          | -                                    |
| Free Breakfast Reimbursement                      | -          | -         | -         | -          | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                                  | -                          | -                                    |
| Reduced Breakfast Reimbursement                   | -          | -         | -         | -          | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                                  | -                          | -                                    |
| Paid Breakfast Reimbursement                      | -          | -         | -         | -          | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                                  | -                          | -                                    |
| Free Lunch Reimbursement                          | -          | -         | -         | -          | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                                  | -                          | -                                    |
| Reduced Lunch Reimbursement                       | -          | -         | -         | -          | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                                  | -                          | -                                    |
| Paid Lunch Reimbursement                          | -          | -         | -         | -          | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                                  | -                          | -                                    |
| Snack Reimbursement                               | -          | -         | -         | -          | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                                  | -                          | -                                    |
| Total 6198 - School Food Services                 | \$ -       | \$ 5,000  | \$ 5,000  | \$ 5,000   | \$ 5,000  | \$ 5,000  | \$ 5,000  | \$ 5,000  | \$ 5,000  | \$ 5,000  | \$ 5,000  | \$ -      | \$ -                               | \$ 50,000                          | -                          | -                                    |
| Custom FEDERAL REVENUE - SPECIAL PURPOSE          | -          | -         | -         | -          | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                                  | -                          | -                                    |
| TOTAL FEDERAL REVENUE - SPECIAL PURPOSE           | \$ -       | \$ 5,000  | \$ 5,000  | \$ 5,000   | \$ 5,000  | \$ 5,000  | \$ 5,000  | \$ 5,000  | \$ 5,000  | \$ 5,000  | \$ 5,000  | \$ -      | \$ -                               | \$ 50,000                          | -                          | -                                    |
| 7000 - OTHER SCHOOL DISTRICTS                     |            |           |           |            |           |           |           |           |           |           |           |           |                                    |                                    |                            |                                      |
| 7100 - Program Participation, Unassigned          | -          | -         | -         | -          | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                                  | -                          | -                                    |
| Custom OTHER SCHOOL DISTRICTS                     | -          | -         | -         | -          | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                                  | -                          | -                                    |
| TOTAL OTHER SCHOOL DISTRICTS                      | \$ -       | \$ -      | \$ -      | \$ -       | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -                               | \$ -                               | \$ -                       | -                                    |
| 8000 - OTHER ENTITIES                             |            |           |           |            |           |           |           |           |           |           |           |           |                                    |                                    |                            |                                      |
| 8100 - Governmental Entities                      | -          | -         | -         | -          | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                                  | -                          | -                                    |
| 8200 - Private Foundations                        | 230,000    | -         | -         | 115,000    | -         | -         | -         | 69,000    | -         | -         | 46,000    | -         | -                                  | 460,000                            | -                          | WA Charters grant                    |
| 8500 - Educational Service Districts              | -          | -         | -         | -          | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                                  | -                          | -                                    |
| Custom OTHER ENTITIES                             | -          | -         | -         | -          | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                                  | -                          | -                                    |
| TOTAL OTHER ENTITIES                              | \$ 230,000 | \$ -      | \$ -      | \$ 115,000 | \$ -      | \$ -      | \$ -      | \$ 69,000 | \$ -      | \$ -      | \$ 46,000 | \$ -      | \$ -                               | \$ 460,000                         | -                          | -                                    |
| 9000 - OTHER FINANCING SOURCES                    |            |           |           |            |           |           |           |           |           |           |           |           |                                    |                                    |                            |                                      |
| 9500 - Long-Term Financing                        | -          | -         | -         | -          | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                                  | -                          | -                                    |
| 9900 - Transfers                                  | -          | -         | -         | -          | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                                  | -                          | -                                    |
| Custom OTHER FINANCING SOURCES                    | -          | -         | -         | -          | -         | -         | -         | -         | -         | -         | -         | -         | -                                  | -                                  | -                          | -                                    |



**Pinnacles Prep Charter School**  
**Located in Wenatchee School District**  
**YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

| SUMMARY                       |            |            |            |            |            |            |            |            |            |           |            |            |                              |              | CHECK vs. Budget<br>(Must Be Zero) | Description of Assumptions |
|-------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------|------------|------------|------------------------------|--------------|------------------------------------|----------------------------|
| Total Revenue                 | 232,708    | 108,969    | 179,856    | 184,590    | 108,969    | 179,856    | 108,969    | 177,969    | 179,856    | 69,590    | 121,215    | 189,658    | 112,512                      | 1,954,718    | (350)                              |                            |
| Total Expenses                | 246,059    | 135,454    | 133,442    | 155,059    | 135,623    | 134,792    | 155,059    | 135,792    | 133,442    | 154,047   | 135,973    | 132,125    | 34,500                       | 1,821,368    | -                                  |                            |
| Net Income                    | (13,351)   | (26,485)   | 46,415     | 29,530     | (26,654)   | 45,065     | (46,090)   | 42,177     | 46,415     | (84,457)  | (14,758)   | 57,533     | 78,012                       | 133,350      | (350)                              |                            |
| Cash Flow Adjustments         | -          | -          | -          | -          | -          | -          | -          | -          | -          | -         | -          | -          | -                            | -            |                                    |                            |
| Beginning Cash Balance        | 10,361     | (2,990)    | (29,476)   | 16,939     | 46,470     | 19,815     | 64,880     | 18,789     | 60,967     | 107,381   | 22,924     | 8,166      | 65,699                       | 10,361       |                                    |                            |
| Ending Cash Balance           | (2,990)    | (29,476)   | 16,939     | 46,470     | 19,815     | 64,880     | 18,789     | 60,967     | 107,381    | 22,924    | 8,166      | 65,699     | 143,711                      | 143,711      |                                    |                            |
|                               |            |            |            |            |            |            |            |            |            |           |            |            |                              |              |                                    |                            |
|                               | September  | October    | November   | December   | January    | February   | March      | April      | May        | June      | July       | August     | September + Subsequent Items | TOTAL        |                                    |                            |
|                               |            |            |            |            |            |            |            |            |            |           |            |            |                              |              |                                    |                            |
| TOTAL OTHER FINANCING SOURCES | \$ -       | \$ -       | \$ -       | \$ -       | \$ -       | \$ -       | \$ -       | \$ -       | \$ -       | \$ -      | \$ -       | \$ -       | \$ -                         | \$ -         | -                                  | -                          |
|                               |            |            |            |            |            |            |            |            |            |           |            |            |                              |              |                                    |                            |
| TOTAL REVENUE                 | \$ 232,708 | \$ 108,969 | \$ 179,856 | \$ 184,590 | \$ 108,969 | \$ 179,856 | \$ 108,969 | \$ 177,969 | \$ 179,856 | \$ 69,590 | \$ 121,215 | \$ 189,658 | \$ 112,512                   | \$ 1,954,718 | (350)                              |                            |



**Pinnacles Prep Charter School**  
**Located in Wenatchee School District**  
**YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

| SUMMARY                                           |           |           |           |           |           |           |           |           |           |           |           |           |                              | CHECK vs. Budget<br>(Must Be Zero) | Description of Assumptions |                                        |
|---------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------------------------|------------------------------------|----------------------------|----------------------------------------|
| Total Revenue                                     | 232,708   | 108,969   | 179,856   | 184,590   | 108,969   | 179,856   | 108,969   | 177,969   | 179,856   | 69,590    | 121,215   | 189,658   | 112,512                      | 1,954,718                          | (350)                      |                                        |
| Total Expenses                                    | 246,059   | 135,454   | 133,442   | 155,059   | 135,623   | 134,792   | 155,059   | 135,792   | 133,442   | 154,047   | 135,973   | 132,125   | 34,500                       | 1,821,368                          | -                          |                                        |
| Net Income                                        | (13,351)  | (26,485)  | 46,415    | 29,530    | (26,654)  | 45,065    | (46,090)  | 42,177    | 46,415    | (84,457)  | (14,758)  | 57,533    | 78,012                       | 133,350                            | (350)                      |                                        |
| Cash Flow Adjustments                             | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                            | -                                  | -                          |                                        |
| Beginning Cash Balance                            | 10,361    | (2,990)   | (29,476)  | 16,939    | 46,470    | 19,815    | 64,880    | 18,789    | 60,967    | 107,381   | 22,924    | 8,166     | 65,699                       | 10,361                             | -                          |                                        |
| Ending Cash Balance                               | (2,990)   | (29,476)  | 16,939    | 46,470    | 19,815    | 64,880    | 18,789    | 60,967    | 107,381   | 22,924    | 8,166     | 65,699    | 143,711                      | 143,711                            | -                          |                                        |
|                                                   |           |           |           |           |           |           |           |           |           |           |           |           |                              |                                    |                            |                                        |
|                                                   | September | October   | November  | December  | January   | February  | March     | April     | May       | June      | July      | August    | September + Subsequent Items | TOTAL                              |                            |                                        |
|                                                   |           |           |           |           |           |           |           |           |           |           |           |           |                              |                                    |                            |                                        |
| EXPENSES                                          |           |           |           |           |           |           |           |           |           |           |           |           |                              |                                    |                            |                                        |
| ADMINISTRATIVE STAFF PERSONNEL COSTS              |           |           |           |           |           |           |           |           |           |           |           |           |                              |                                    |                            |                                        |
| Executive Management                              | 8,333     | 8,333     | 8,333     | 8,333     | 8,333     | 8,333     | 8,333     | 8,333     | 8,333     | 8,333     | 8,333     | 8,333     | -                            | 100,000                            | -                          | 12 month employee                      |
| Instructional Management                          | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                            | -                                  | -                          | -                                      |
| Deans, Directors & Coordinators                   | 11,667    | 11,667    | 11,667    | 11,667    | 11,667    | 11,667    | 11,667    | 11,667    | 11,667    | 11,667    | 11,667    | 11,667    | -                            | 140,000                            | -                          | 12 month employee                      |
| CFO / Director of Finance                         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                            | -                                  | -                          | -                                      |
| Operation / Business Manager                      | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                            | -                                  | -                          | -                                      |
| Administrative Staff                              | 2,917     | 2,917     | 2,917     | 2,917     | 2,917     | 2,917     | 2,917     | 2,917     | 2,917     | 2,917     | 2,917     | 2,917     | -                            | 35,000                             | -                          | 12 month employee                      |
| Other - Administrative                            | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                            | -                                  | -                          | -                                      |
| TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS        | \$ 22,917 | \$ 22,917 | \$ 22,917 | \$ 22,917 | \$ 22,917 | \$ 22,917 | \$ 22,917 | \$ 22,917 | \$ 22,917 | \$ 22,917 | \$ 22,917 | \$ 22,917 | \$ -                         | \$ 275,000                         | -                          | -                                      |
| INSTRUCTIONAL PERSONNEL COSTS                     |           |           |           |           |           |           |           |           |           |           |           |           |                              |                                    |                            |                                        |
| Teachers - Regular                                | 30,000    | 30,000    | 30,000    | 30,000    | 30,000    | 30,000    | 30,000    | 30,000    | 30,000    | 30,000    | 30,000    | 30,000    | -                            | 360,000                            | -                          | Assumes 12 month pay for teachers      |
| Teachers - SPED                                   | 5,000     | 5,000     | 5,000     | 5,000     | 5,000     | 5,000     | 5,000     | 5,000     | 5,000     | 5,000     | 5,000     | 5,000     | -                            | 60,000                             | -                          | Assumes 12 month pay for teachers      |
| Substitute Teachers                               | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                            | -                                  | -                          | -                                      |
| Teaching Assistants                               | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                            | -                                  | -                          | -                                      |
| Specialty Teachers                                | 2,500     | 2,500     | 2,500     | 2,500     | 2,500     | 2,500     | 2,500     | 2,500     | 2,500     | 2,500     | 2,500     | 2,500     | -                            | 30,000                             | -                          | Assumes 12 month pay for teachers      |
| Aides                                             | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                            | -                                  | -                          | -                                      |
| Therapists & Counselors                           | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                            | -                                  | -                          | -                                      |
| Other - Instructional                             | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                            | -                                  | -                          | -                                      |
| TOTAL INSTRUCTIONAL PERSONNEL COSTS               | \$ 37,500 | \$ 37,500 | \$ 37,500 | \$ 37,500 | \$ 37,500 | \$ 37,500 | \$ 37,500 | \$ 37,500 | \$ 37,500 | \$ 37,500 | \$ 37,500 | \$ 37,500 | \$ -                         | \$ 450,000                         | -                          | -                                      |
| NON-INSTRUCTIONAL PERSONNEL COSTS                 |           |           |           |           |           |           |           |           |           |           |           |           |                              |                                    |                            |                                        |
| Nurse                                             | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                            | -                                  | -                          | -                                      |
| Librarian                                         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                            | -                                  | -                          | -                                      |
| Custodian                                         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                            | -                                  | -                          | -                                      |
| Security                                          | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                            | -                                  | -                          | -                                      |
| Other - Non-Instructional                         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                            | -                                  | -                          | -                                      |
| TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS           | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      | \$ -                         | \$ -                               | \$ -                       | -                                      |
| TOTAL PERSONNEL EXPENSES                          | \$ 60,417 | \$ 60,417 | \$ 60,417 | \$ 60,417 | \$ 60,417 | \$ 60,417 | \$ 60,417 | \$ 60,417 | \$ 60,417 | \$ 60,417 | \$ 60,417 | \$ 60,417 | \$ -                         | \$ 725,000                         | -                          | -                                      |
| PAYROLL TAXES AND BENEFITS                        |           |           |           |           |           |           |           |           |           |           |           |           |                              |                                    |                            |                                        |
| Social Security                                   | 3,746     | 3,746     | 3,746     | 3,746     | 3,746     | 3,746     | 3,746     | 3,746     | 3,746     | 3,746     | 3,746     | 3,746     | -                            | 44,950                             | -                          | -                                      |
| Medicare                                          | 876       | 876       | 876       | 876       | 876       | 876       | 876       | 876       | 876       | 876       | 876       | 876       | -                            | 10,513                             | -                          | -                                      |
| State Unemployment                                | 755       | 755       | 755       | 755       | 755       | 755       | 755       | 755       | 755       | 755       | 755       | 755       | -                            | 9,063                              | -                          | -                                      |
| Worker's Compensation Insurance                   | 604       | 604       | 604       | 604       | 604       | 604       | 604       | 604       | 604       | 604       | 604       | 604       | -                            | 7,250                              | -                          | -                                      |
| Federal Unemployment                              | 363       | 363       | 363       | 363       | 363       | 363       | 363       | 363       | 363       | 363       | 363       | 363       | -                            | 4,350                              | -                          | -                                      |
| Custom Other Tax #2                               | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                            | -                                  | -                          | -                                      |
| Health Insurance                                  | 12,144    | 12,144    | 12,144    | 12,144    | 12,144    | 12,144    | 12,144    | 12,144    | 12,144    | 12,144    | 12,144    | 12,144    | -                            | 145,728                            | -                          | -                                      |
| Dental Insurance                                  | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                            | -                                  | -                          | -                                      |
| Vision Insurance                                  | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                            | -                                  | -                          | -                                      |
| Life Insurance                                    | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                            | -                                  | -                          | -                                      |
| Retirement Contribution                           | 9,063     | 9,063     | 9,063     | 9,063     | 9,063     | 9,063     | 9,063     | 9,063     | 9,063     | 9,063     | 9,063     | 9,063     | -                            | 108,750                            | -                          | -                                      |
| Start-Up Benefit Stipends                         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                            | -                                  | -                          | -                                      |
| Custom Fringe #2                                  | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                            | -                                  | -                          | -                                      |
| TOTAL PAYROLL TAXES AND BENEFITS                  | \$ 27,550 | \$ 27,550 | \$ 27,550 | \$ 27,550 | \$ 27,550 | \$ 27,550 | \$ 27,550 | \$ 27,550 | \$ 27,550 | \$ 27,550 | \$ 27,550 | \$ 27,550 | \$ -                         | \$ 330,603                         | -                          | -                                      |
| TOTAL PERSONNEL, TAX & BENEFIT EXPENSES           | \$ 87,967 | \$ 87,967 | \$ 87,967 | \$ 87,967 | \$ 87,967 | \$ 87,967 | \$ 87,967 | \$ 87,967 | \$ 87,967 | \$ 87,967 | \$ 87,967 | \$ 87,967 | \$ -                         | \$ 1,055,603                       | -                          | -                                      |
| CONTRACTED SERVICES                               |           |           |           |           |           |           |           |           |           |           |           |           |                              |                                    |                            |                                        |
| Accounting / Audit                                | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | 8,000     | 9,500                        | 17,500                             | -                          | Assumes \$8k CPA audit at end of year  |
| Legal                                             | 417       | 417       | 417       | 417       | 417       | 417       | 417       | 417       | 417       | 417       | 417       | 417       | -                            | 5,000                              | -                          | -                                      |
| Oversight Fee (3%)                                | 3,038     | 2,700     | 1,688     | 3,038     | 2,869     | 3,038     | 3,038     | 3,038     | 1,688     | 2,025     | 4,219     | 3,375     | -                            | 33,754                             | -                          | Based on apportionment percentages     |
| Management Company Fee                            | 500       | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                            | 500                                | -                          | -                                      |
| Nurse Services                                    | 2,000     | 300       | 300       | 300       | 300       | 300       | 300       | 300       | 300       | 300       | 300       | -         | -                            | 5,000                              | -                          | Large up front expense then few days a |
| Food Service / School Lunch                       | 5,000     | 5,000     | 5,000     | 5,000     | 5,000     | 5,000     | 5,000     | 5,000     | 5,000     | 5,000     | 5,000     | -         | -                            | 55,000                             | -                          | No expense in Aug (no school in July)  |
| Payroll Services                                  | 3,750     | 3,750     | 3,750     | 3,750     | 3,750     | 3,750     | 3,750     | 3,750     | 3,750     | 3,750     | 3,750     | 3,750     | -                            | 45,000                             | -                          | Monthly expense                        |
| Special Ed Services                               | 3,455     | 3,455     | 3,455     | 3,455     | 3,455     | 3,455     | 3,455     | 3,455     | 3,455     | 3,455     | 3,455     | -         | -                            | 38,000                             | -                          | No expense in Aug (no school in July)  |
| Titlment Services (i.e. Title I)                  | 3,750     | -         | -         | 3,750     | -         | -         | 3,750     | -         | -         | 3,750     | -         | -         | -                            | 15,000                             | -                          | This is a contracted PD expense (ran   |
| Curriculum Development Specialist, Place Network. | 4,368     | -         | -         | 4,368     | -         | -         | 4,368     | -         | -         | 4,368     | -         | -         | -                            | 17,470                             | -                          | Billed quarterly                       |
| True Measure Collaborative                        | 3,150     | -         | -         | 3,150     | -         | -         | 3,150     | -         | -         | 3,150     | -         | -         | -                            | 12,600                             | -                          | Billed quarterly                       |
| Joule Growth Partners- Consulting CFO             | 7,500     | -         | -         | 7,500     | -         | -         | 7,500     | -         | -         | 7,500     | -         | -         | -                            | 30,000                             | -                          | Billed quarterly                       |
| TOTAL CONTRACTED SERVICES                         | \$ 36,927 | \$ 15,621 | \$ 14,609 | \$ 34,727 | \$ 15,790 | \$ 15,959 | \$ 34,727 | \$ 15,959 | \$ 14,609 | \$ 33,714 | \$ 17,140 | \$ 15,542 | \$ 9,500                     | \$ 274,824                         | -                          | -                                      |



**Pinnacles Prep Charter School**  
**Located in Wenatchee School District**  
**YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

| SUMMARY                                              |                    |                    |                   |                   |                    |                   |                    |                   |                   |                    |                    |                   |                              | CHECK vs. Budget<br>(Must Be Zero) | Description of Assumptions              |
|------------------------------------------------------|--------------------|--------------------|-------------------|-------------------|--------------------|-------------------|--------------------|-------------------|-------------------|--------------------|--------------------|-------------------|------------------------------|------------------------------------|-----------------------------------------|
| Total Revenue                                        | 232,708            | 108,969            | 179,856           | 184,590           | 108,969            | 179,856           | 108,969            | 177,969           | 179,856           | 69,590             | 121,215            | 189,658           | 112,512                      | 1,954,718                          |                                         |
| Total Expenses                                       | 246,059            | 135,454            | 133,442           | 155,059           | 135,623            | 134,792           | 155,059            | 135,792           | 133,442           | 154,047            | 135,973            | 132,125           | 34,500                       | 1,821,368                          | (350)                                   |
| Net Income                                           | (13,351)           | (26,485)           | 46,415            | 29,530            | (26,654)           | 45,065            | (46,090)           | 42,177            | 46,415            | (84,457)           | (14,758)           | 57,533            | 78,012                       | 133,350                            | (350)                                   |
| Cash Flow Adjustments                                | -                  | -                  | -                 | -                 | -                  | -                 | -                  | -                 | -                 | -                  | -                  | -                 | -                            | -                                  |                                         |
| Beginning Cash Balance                               | 10,361             | (2,990)            | (29,476)          | 16,939            | 46,470             | 19,815            | 64,880             | 18,789            | 60,967            | 107,381            | 22,924             | 8,166             | 65,699                       | 10,361                             |                                         |
| Ending Cash Balance                                  | (2,990)            | (29,476)           | 16,939            | 46,470            | 19,815             | 64,880            | 18,789             | 60,967            | 107,381           | 22,924             | 8,166              | 65,699            | 143,711                      | 143,711                            |                                         |
|                                                      |                    |                    |                   |                   |                    |                   |                    |                   |                   |                    |                    |                   |                              |                                    |                                         |
|                                                      | September          | October            | November          | December          | January            | February          | March              | April             | May               | June               | July               | August            | September + Subsequent Items | TOTAL                              |                                         |
|                                                      |                    |                    |                   |                   |                    |                   |                    |                   |                   |                    |                    |                   |                              |                                    |                                         |
| <b>SCHOOL OPERATIONS</b>                             |                    |                    |                   |                   |                    |                   |                    |                   |                   |                    |                    |                   |                              |                                    |                                         |
| Board Expenses                                       | 1,083              | 1,083              | 1,083             | 1,083             | 1,083              | 1,083             | 1,083              | 1,083             | 1,083             | 1,083              | 1,083              | 1,083             | -                            | 13,000                             | - Monthly expense                       |
| Classroom / Teaching Supplies & Materials            | 417                | 417                | 417               | 417               | 417                | 417               | 417                | 417               | 417               | 417                | 417                | 417               | -                            | 5,000                              | - Monthly expense                       |
| Special Ed Supplies & Materials                      | 1,050              | -                  | -                 | -                 | -                  | -                 | -                  | -                 | -                 | -                  | -                  | -                 | -                            | 1,050                              | -                                       |
| Textbooks / Workbooks                                | 8,000              | 450                | 450               | 450               | 450                | 450               | 450                | 450               | 450               | 450                | 450                | -                 | -                            | 12,500                             | - Large purchase at beginning of year   |
| Supplies & Materials other                           | 5,000              | 500                | 500               | 500               | 500                | 500               | 500                | 500               | 500               | 500                | 500                | -                 | -                            | 10,000                             | - Large purchase at beginning of year   |
| Equipment / Furniture                                | 22,000             | 500                | 500               | 500               | 500                | 500               | 500                | 500               | 500               | 500                | 500                | -                 | -                            | 27,000                             | - Large purchase at beginning of year   |
| Telephone                                            | 833                | 833                | 833               | 833               | 833                | 833               | 833                | 833               | 833               | 833                | 833                | 833               | -                            | 10,000                             | - Internet billed monthly               |
| Technology                                           | 8,000              | 300                | 300               | 300               | 300                | 300               | 300                | 300               | 300               | 300                | 300                | -                 | -                            | 11,000                             | - Large purchase at beginning of year   |
| Student Testing & Assessment                         | -                  | 1,000              | -                 | -                 | 1,000              | -                 | -                  | 1,000             | -                 | -                  | -                  | -                 | -                            | 3,000                              | - Assumes multiple tests purchased per  |
| Field Trips                                          | 1,500              | -                  | -                 | 1,500             | -                  | -                 | 1,500              | -                 | -                 | 1,500              | -                  | 1,500             | -                            | 7,500                              | - Assumes multiple field trips per year |
| Transportation (student)                             | 2,529              | 2,529              | 2,529             | 2,529             | 2,529              | 2,529             | 2,529              | 2,529             | 2,529             | 2,529              | 2,529              | 2,529             | -                            | 30,349                             | - Monthly expense (actual expense)      |
| Student Services - other                             | 417                | 417                | 417               | 417               | 417                | 417               | 417                | 417               | 417               | 417                | 417                | 417               | -                            | 5,000                              | - Misc expenses to occur throughout     |
| Office Expense                                       | 417                | 417                | 417               | 417               | 417                | 417               | 417                | 417               | 417               | 417                | 417                | 417               | -                            | 5,000                              | - Misc expenses to occur throughout     |
| Staff Development                                    | 625                | 625                | 625               | 625               | 625                | 625               | 625                | 625               | 625               | 625                | 625                | 625               | -                            | 7,500                              | - Misc expenses to occur throughout     |
| Staff Recruitment                                    | 417                | 417                | 417               | 417               | 417                | 417               | 417                | 417               | 417               | 417                | 417                | 417               | -                            | 5,000                              | - Misc expenses to occur throughout     |
| Student Recruitment / Marketing                      | 333                | 333                | 333               | 333               | 333                | 333               | 333                | 333               | 333               | 333                | 333                | 333               | -                            | 4,000                              | - Misc expenses to occur throughout     |
| School Meals / Lunch                                 | 250                | 250                | 250               | 250               | 250                | 250               | 250                | 250               | 250               | 250                | 250                | 250               | -                            | 3,000                              | - Misc expenses to occur throughout     |
| Travel (Staff)                                       | 288                | 288                | 288               | 288               | 288                | 288               | 288                | 288               | 288               | 288                | 288                | 288               | -                            | 3,450                              | - Misc expenses to occur throughout     |
| Fundraising                                          | 417                | 417                | 417               | 417               | 417                | 417               | 417                | 417               | 417               | 417                | 417                | 417               | -                            | 5,000                              | - Misc expenses to occur throughout     |
| Student Computers                                    | 40,000             | 2,000              | 2,000             | 2,000             | 2,000              | 2,000             | 2,000              | 2,000             | 2,000             | 2,000              | 2,000              | -                 | -                            | 60,000                             | - Large purchase at beginning of year   |
| Tech Support                                         | 1,250              | 1,250              | 1,250             | 1,250             | 1,250              | 1,250             | 1,250              | 1,250             | 1,250             | 1,250              | 1,250              | 1,250             | -                            | 15,000                             | - Monthly expense                       |
| Communications: Website, Postage, E-Newsletters      | 125                | 125                | 125               | 125               | 125                | 125               | 125                | 125               | 125               | 125                | 125                | 125               | -                            | 1,500                              | - Misc expenses to occur throughout     |
| <b>TOTAL SCHOOL OPERATIONS</b>                       | <b>\$ 94,950</b>   | <b>\$ 14,150</b>   | <b>\$ 13,150</b>  | <b>\$ 14,650</b>  | <b>\$ 14,150</b>   | <b>\$ 13,150</b>  | <b>\$ 14,650</b>   | <b>\$ 14,150</b>  | <b>\$ 13,150</b>  | <b>\$ 14,650</b>   | <b>\$ 13,150</b>   | <b>\$ 10,900</b>  | <b>\$ -</b>                  | <b>\$ 244,849</b>                  |                                         |
|                                                      |                    |                    |                   |                   |                    |                   |                    |                   |                   |                    |                    |                   |                              |                                    |                                         |
| <b>FACILITY OPERATION &amp; MAINTENANCE</b>          |                    |                    |                   |                   |                    |                   |                    |                   |                   |                    |                    |                   |                              |                                    |                                         |
| Insurance                                            | 8,500              | -                  | -                 | -                 | -                  | -                 | -                  | -                 | -                 | -                  | -                  | -                 | -                            | 8,500                              | -                                       |
| Janitorial Services                                  | 1,050              | 1,050              | 1,050             | 1,050             | 1,050              | 1,050             | 1,050              | 1,050             | 1,050             | 1,050              | 1,050              | 1,050             | -                            | 12,600                             | - Billed monthly                        |
| Building and Land Rent / Lease                       | 2,500              | 2,500              | 2,500             | 2,500             | 2,500              | 2,500             | 2,500              | 2,500             | 2,500             | 2,500              | 2,500              | 2,500             | -                            | 30,000                             | - Billed monthly                        |
| Repairs & Maintenance                                | 1,000              | 1,000              | 1,000             | 1,000             | 1,000              | 1,000             | 1,000              | 1,000             | 1,000             | 1,000              | 1,000              | 1,000             | -                            | 12,000                             | - Misc expenses to occur throughout     |
| Equipment / Furniture                                | 250                | 250                | 250               | 250               | 250                | 250               | 250                | 250               | 250               | 250                | 250                | 250               | -                            | 3,000                              | - Misc expenses to occur throughout     |
| Security Services                                    | 100                | 100                | 100               | 100               | 100                | 100               | 100                | 100               | 100               | 100                | 100                | 100               | -                            | 1,200                              | - Misc expenses to occur throughout     |
| Utilities                                            | 1,667              | 1,667              | 1,667             | 1,667             | 1,667              | 1,667             | 1,667              | 1,667             | 1,667             | 1,667              | 1,667              | 1,667             | -                            | 20,000                             | - Billed monthly                        |
| Subs                                                 | 240                | 240                | 240               | 240               | 240                | 240               | 240                | 240               | 240               | 240                | 240                | 240               | -                            | 2,875                              | - Misc expenses to occur throughout     |
| Banking Fees                                         | 83                 | 83                 | 83                | 83                | 83                 | 83                | 83                 | 83                | 83                | 83                 | 83                 | 83                | -                            | 1,000                              | - Billed monthly                        |
| 750,000 Renovation Loan Payment @6% for 6 yrs        | 10,827             | 10,827             | 10,827            | 10,827            | 10,827             | 10,827            | 10,827             | 10,827            | 10,827            | 10,827             | 10,827             | 10,827            | -                            | 129,918                            | - Monthly payments                      |
| <b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>    | <b>\$ 26,216</b>   | <b>\$ 17,716</b>   | <b>\$ 17,716</b>  | <b>\$ 17,716</b>  | <b>\$ 17,716</b>   | <b>\$ 17,716</b>  | <b>\$ 17,716</b>   | <b>\$ 17,716</b>  | <b>\$ 17,716</b>  | <b>\$ 17,716</b>   | <b>\$ 17,716</b>   | <b>\$ 17,716</b>  | <b>\$ -</b>                  | <b>\$ 221,093</b>                  |                                         |
|                                                      |                    |                    |                   |                   |                    |                   |                    |                   |                   |                    |                    |                   |                              |                                    |                                         |
| <b>RESERVES / CONTINGENCY</b>                        | -                  | -                  | -                 | -                 | -                  | -                 | -                  | -                 | -                 | -                  | -                  | -                 | 25,000                       | 25,000                             | -                                       |
|                                                      |                    |                    |                   |                   |                    |                   |                    |                   |                   |                    |                    |                   |                              |                                    |                                         |
| <b>TOTAL EXPENSES</b>                                | <b>\$ 246,059</b>  | <b>\$ 135,454</b>  | <b>\$ 133,442</b> | <b>\$ 155,059</b> | <b>\$ 135,623</b>  | <b>\$ 134,792</b> | <b>\$ 155,059</b>  | <b>\$ 135,792</b> | <b>\$ 133,442</b> | <b>\$ 154,047</b>  | <b>\$ 135,973</b>  | <b>\$ 132,125</b> | <b>\$ 34,500</b>             | <b>\$ 1,821,368</b>                | -                                       |
| <b>NET OPERATING INCOME (before Depreciation)</b>    | <b>\$ (13,351)</b> | <b>\$ (26,485)</b> | <b>\$ 46,415</b>  | <b>\$ 29,530</b>  | <b>\$ (26,654)</b> | <b>\$ 45,065</b>  | <b>\$ (46,090)</b> | <b>\$ 42,177</b>  | <b>\$ 46,415</b>  | <b>\$ (84,457)</b> | <b>\$ (14,758)</b> | <b>\$ 57,533</b>  | <b>\$ 78,012</b>             | <b>\$ 133,350</b>                  | (350)                                   |
|                                                      |                    |                    |                   |                   |                    |                   |                    |                   |                   |                    |                    |                   |                              |                                    |                                         |
| <b>DEPRECIATION &amp; AMORTIZATION</b>               | -                  | -                  | -                 | -                 | -                  | -                 | -                  | -                 | -                 | -                  | -                  | -                 | -                            | -                                  | -                                       |
| <b>NET OPERATING INCOME (including Depreciation)</b> | <b>\$ (13,351)</b> | <b>\$ (26,485)</b> | <b>\$ 46,415</b>  | <b>\$ 29,530</b>  | <b>\$ (26,654)</b> | <b>\$ 45,065</b>  | <b>\$ (46,090)</b> | <b>\$ 42,177</b>  | <b>\$ 46,415</b>  | <b>\$ (84,457)</b> | <b>\$ (14,758)</b> | <b>\$ 57,533</b>  | <b>\$ 78,012</b>             | <b>\$ 133,350</b>                  | (350)                                   |





# PINNACLES PREP

**PINNACLES PREP**

**Section 27: Attachment 29**

**Contents:**

- Detailed Budget Narrative



## Section 27: Attachment 29: Detailed Budget Narrative

### Budget Narrative

The attached 5-year budget and Year 1 cash flow projections reflect the estimates of actual revenue and costs to implement Pinnacles Prep as described above in the application. All assumptions represent the best knowledge of revenues and expenses at the time of submitting this application.

Pinnacles Prep collaborated with WA Charters; Bill Kiolbasa, founder of Joule Growth Partners, a Washington state consultancy focused on high-quality, right-sized financial and operational leadership; Matt Paolini, former Director of Finance for Summit Public Schools; and Board Treasurer Tyler McGee to advise and consult in the development of accurately projected revenues, expenses, and cash flow. AOSPI data and comps for revenue and expenses for current operating charters in WA State were also considered.

This narrative describes the assumptions on which the budget and cash flow are based. Pinnacles Prep is committed to being financially sustainable and academically excellent. While the proposed budget relies on many variables both within and outside the school's control, all decisions will be made with these financial and academic goals in mind. The budget reflects a positive operating income for the five-year period and a strong fund balance. The school will be sustainable on revenues from public sources by its second year and will meet Commission financial framework metrics in each year projected.

### Enrollment and Demographic Projections:

Pinnacles Prep will open in 2021-22 with 100 students in Grades 6-7 and grow one grade per year thereafter. In Year 6 with the addition of Grade 12, the school will be fully enrolled at 420 total students.

| Grade        | Year 1     | Year 2     | Year 3     | Year 4     | Year 5     |
|--------------|------------|------------|------------|------------|------------|
| 6            | 60         | 60         | 60         | 60         | 60         |
| 7            | 40         | 60         | 60         | 60         | 60         |
| 8            |            | 50         | 60         | 60         | 60         |
| 9            |            |            | 60         | 60         | 60         |
| 10           |            |            |            | 60         | 60         |
| 11           |            |            |            |            | 60         |
| 12           |            |            |            |            |            |
| <b>Total</b> | <b>100</b> | <b>170</b> | <b>240</b> | <b>300</b> | <b>360</b> |

Pinnacles Prep is open to all student consistent with RC 28A. 710.050 and anticipates serving a high number of Latinx and low-income students. Projected demographic assumptions for Pinnacles Prep are noted below and a based on the demographics of our projected enrollment and student population.

- 95% Average Daily Attendance
- 95% Average Daily Membership
- 14% Special Education Students
- 20% English-Language Learners
- 40% Students Qualifying for Free Lunch (in Year 1, 50% thereafter)
- 10% Students Qualifying for Reduced Lunch



- 50% Learning Assistance Program
- 20% Transitional Bilingual (with 5% exited)
- 5% Highly Capable
- 50% Student Transportation

**A. Anticipated Funding Sources and Expenditure Assumptions**  
**State Apportionment:**

Pinnacles Prep's revenue assumptions for the 2021-22 school year are based off the follow assumptions:

| 2021-22 State Funding Assumptions (per qualifying pupil) | Source                                                                 |
|----------------------------------------------------------|------------------------------------------------------------------------|
| General Apportionment = \$8,904.89                       | Pinnacles Prep Budget Workbook<br>( <i>Commission-published form</i> ) |
| General Special Education Apportionment = \$1,920.74     | Pinnacles Prep Budget Workbook                                         |
| State Special Education = \$7,977.85                     | Pinnacles Prep Budget Workbook                                         |
| Learning Assistance = \$656.00                           | Pinnacles Prep Budget Workbook                                         |
| Transitional Bilingual = \$1,360.28                      | Pinnacles Prep Budget Workbook                                         |
| Highly Capable = \$590.20                                | Pinnacles Prep Budget Workbook                                         |
| Transportation Operations = \$624.98                     | Pinnacles Prep Budget Workbook                                         |

In Years 2-5 of operation, all state revenue is estimated to grow at 2%. This estimate, while potentially conservative, is in line with the state's adoption of Implicit Price Deflator (IPD) inflation factor and was deemed appropriate by Director of Schools Apportionment and Financial Services T.J Kelly, at the Office of Superintendents of Public Instruction (OSPI).

Total estimated state funding in Year 1 of operation with 100 students is \$1,125,118. In Year 5, with 360 students, state funding is expected to be \$4,501,117.

**Federal Revenue:**

Pinnacles Prep worked with Bill Kiolbasa, founder of Joule Growth Partners, to develop budget assumptions for federal revenue. In addition, the team consulted benchmarks and budgets previously created for charters nationally and in Washington State. Based on this review, Pinnacles Prep anticipates the per pupil federal revenue noted below in school year 2021-22.

| School Year 2021-22 Per Pupil Federal Funding Assumptions |
|-----------------------------------------------------------|
| Title I = \$320.00                                        |
| Title II = \$50.00                                        |
| Title III = \$70.00                                       |
| IDEA Funding = \$1,300.00                                 |
| School Food Services = \$500.00                           |

Title I, II, and III, and IDEA Funding are based off other charter and traditional public schools per pupil federal revenue with similar enrollment and populations. School food services uses the following assumptions: \$500.00 per student per year, 50% of its students will qualify for Free and Reduced-Price



meals (FRPL students), 100% of FRPL eligible students will participate in the breakfast and lunch programs, and reimbursement rates are based on rates published for the 2018-19 school year.

All per pupil federal funding assumptions grow by 1% in operating years 2-5.

Total estimated federal funding in year 1 of operation with 100 students is \$87,450 (excluding Charter School Program funds explained below). In year 5, with Pinnacles Prep's enrollment of 360 students, federal funding is expected to be \$341,464.

#### **Other Revenue:**

Pinnacles Prep's budget includes all grants that have been solicited, grants that will be solicited at the time of application submission, and grants that are not applied for but are considered highly likely upon authorization. The table below outlines the funding entity, amount, period, and commitment status.

| <b>Funding Entity</b>                        | <b>Amount</b> | <b>Period</b>       | <b>Commitment</b>                                                                         |
|----------------------------------------------|---------------|---------------------|-------------------------------------------------------------------------------------------|
| NewSchools Venture Fund                      | \$200,000     | Start-Up Year       | Applied and awaiting decision. Not included in financial workbook.                        |
| Local Fundraising                            | \$50,000      | Start-Up Year       | Included in the financial workbook.                                                       |
| Washington State Charter School Association  | \$224,000     | Start-Up Year       | Committed, pending authorization. Included in the financial workbook.                     |
| Community Development Block Grant            | \$100,000     | Start-Up Year       | Awaiting decision, pending authorization. Not included in the financial workbook.         |
| Charter School Program Grant                 | \$200,000     | Start-Up Year       | Will apply following authorization. Included in budget due to high likelihood of receipt. |
| NewSchools Venture Fund                      | \$200,000     | Year 1 of Operation | Applied and awaiting decision. Not included in financial workbook.                        |
| Local Fundraising                            | \$25,000      | Year 1 of Operation | Included in the financial workbook.                                                       |
| Washington State Charter School Associations | \$460,000     | Year 1 of Operation | Committed, pending authorization. Included in the financial workbook.                     |
| Charter School Program Grant                 | \$250,000     | Year 1 of Operation | Will apply following authorization. Included in budget due to high likelihood of receipt. |
| NewSchools Venture Fund                      | \$200,000     | Year 2 of Operation | Applied and awaiting decision. Not included in financial workbook.                        |
| Local Fundraising                            | \$25,000      | Year 2 of Operation | Included in the financial workbook                                                        |
| Charter School Program Grant                 | \$300,000     | Year 2 of Operation | Will apply following authorization. Included in budget due to high likelihood of receipt. |
| Local Fundraising                            | \$25,000      | Year 3 of Operation | Included in the financial workbook.                                                       |
| Charter School Program Grant                 | \$212,500     | Year 3 of Operation | Will apply following authorization. Included in budget due to high likelihood of receipt. |



|                              |           |                     |                                                                                          |
|------------------------------|-----------|---------------------|------------------------------------------------------------------------------------------|
| Charter School Program Grant | \$537,500 | Year 4 of Operation | Will apply following authorization. Included in budget due to high likelihood of receipt |
| Local Fundraising            | \$25,000  | Year 4 of Operation | Included in the financial workbook                                                       |
| Local Fundraising            | \$25,000  | Year 5 of Operation | Included in the financial workbook                                                       |

The cash flow contingencies section discusses and reviews impact to net income and cash flow should some or all these grants not be awarded.

## **Expenses**

### **Staffing**

All dollar amounts listed in this section are in 2021-22 dollars unless otherwise noted. Salaries increase annually at a 3% COLA.

Below is the staffing matrix completed in the 5-year budget template. Salaries are considered against average teacher salaries in Wenatchee School District and other nearby districts.

Pinnacles Prep's administrative team is comprised of three positions: the principal, the director of finance and operations, and the family and community engagement coordinator in Year 1. A fourth position, dean of students and culture, will be added in Year 4 to accommodate the additional high school campus.

Pinnacles Prep's instructional team includes six core instructional staff and a special education teacher in Year 1. When fully enrolled, in Year 6, we will have 16 core teachers, three specialists, three special education teachers, two ELL specialists, and two paraprofessionals.

Other staff positions at Pinnacles Prep include an administrative assistant in Year 1, a full-time counselor in Year 3, and a front office/business manager for the high school in Year 4.

### **Benefits**

Employee benefits (including health, dental, vision, life, etc.) will be provided through the State Employee Benefits Board. Expense is budgeted at 20% of salary to equal roughly \$1,100 per employee per month inflating at 5% annually (2% inflation added on top of 3% salary COLA which drives benefit expense allocation). Retirement assumptions are budgeted at 15% of salaries to reflect 15.02% for certificated employees and 13.30% for classified employees, based on the state actuary projected employer contribution rates for TRS and SERS, published in December 2019 and September 2018, respectively. All employees are presumed to pay into social security at 6.2% and Medicare at 1.45%. The budget also assumes state unemployment insurance at 2.5% per the first \$52,700 of pay per person, based on the 2017 taxable wage base with a 3% annual increase, based on historical annual wage base increases. Worker's Compensation, or Labor & Industries, is budgeted at \$0.2987 per hour worked, assuming 1,300 hours annually for full-time employees. Lastly, less than 1% of payroll is budgeted to include other employer taxes such as Employment Administration Fund. Overall, benefits comprise 31-32% of total employee expense.



### Custom Contracted Services

| Contracted Services               | Who                                 | Amount (\$)               | Why                                                         | % Annual Growth                                                          |
|-----------------------------------|-------------------------------------|---------------------------|-------------------------------------------------------------|--------------------------------------------------------------------------|
| Accounting / Audit                | TBD                                 | 17,500.00                 | Required annual audit                                       | 1.5%                                                                     |
| Legal                             | TBD                                 | 5,000.00                  | Legal services                                              | 0%                                                                       |
| Oversight Fee (3%)                | WA State Charter School Commission  | 33,130                    | Charter School Commission Oversight                         | 3% of total yearly revenue                                               |
| Management Company Fee            | WA Charters                         | 5.00 / Student = \$500.00 | WA Charters membership Fee                                  | Based on enrollment                                                      |
| Nurse Services                    | TBD or NCESD                        | 5,000.00                  | Student medical needs                                       | 3%                                                                       |
| Food Service / School Lunch       | TBD                                 | 550.00/ student= \$55,000 | School breakfast and lunch                                  | Assumes a 10% overall program loss                                       |
| Payroll Services                  | NCESD                               | 45,000.00                 | Transactional back office support, including payroll and AP | 3%                                                                       |
| Special Ed Services               | NCED                                | 38,000.00                 | Special Education Student needs                             | Variable dependent on student population growth and specialists on staff |
| Social Emotional Learning         | Valor Compass                       | 15,000                    | Social-Emotional Curriculum                                 | Flat                                                                     |
| Curriculum Development Specialist | Teton Science Schools Place Network | 17,470.00                 | Place-based project creation and support                    | Flat and then 75% decrease in year 3                                     |
| Other Special Education Services  | True Measure Collaborative          | 12,600.00                 | Special Education Student needs                             | Flat and then 31% decrease in year 4                                     |
| Contracted CFO Services           | Joule Growth Partners               | 30,000                    | Financial leadership, reporting, and budget support         | Variable                                                                 |

### School Operations

Operating expenses and costs are estimated using WA State charter sector benchmarks. Pinnacles Prep assumes \$244,849 for school operations in Year 1 in the following categories.

| Expense        | Amount (\$)      | Anticipated Annual Growth |
|----------------|------------------|---------------------------|
| Board Expenses | 13,000.00/school | -92% in Year 2, and       |



|                                                 |                 |                                     |
|-------------------------------------------------|-----------------|-------------------------------------|
|                                                 |                 | then 3% annually                    |
| Classroom / Teaching Supplies & Materials       | 50.00/ student  | 3%                                  |
| Special Ed Supplies & Materials                 | 1,050.00        | 3%                                  |
| Textbooks / Workbooks                           | 125.00/ student | 3%                                  |
| Supplies & Materials – other                    | 10,000.00       | 3%                                  |
| Equipment / Furniture                           | 27,000.00       | 3%                                  |
| Telephone / Internet                            | 10,000.00       | 3%                                  |
| Technology (software licensing)                 | 11,000.00       | 3%                                  |
| Student Testing & Assessment                    | 30.00/ student  | 3%                                  |
| Field Trips                                     | 75.00/student   | 3%                                  |
| Transportation (student)                        | 30,348.77       | Variable based on bus routes needed |
| Student Services – other                        | 5,000.00        | 3%                                  |
| Office Expense                                  | 5,000.00        | 3%                                  |
| Staff Development                               | 7,500.00        | 3%                                  |
| Staff Recruitment                               | 5,000.00        | 3%                                  |
| Student Recruitment / Marketing                 | 4,000.00        | 3%                                  |
| School Meals / Lunch (supplemental)             | 3,000.00        | 3%                                  |
| Travel (Staff)                                  | 3450.00         | 3%                                  |
| Fundraising                                     | 5,000.00        | 3%                                  |
| Student Computers/Software                      | 60,000.00       | 3%                                  |
| Tech Support                                    | 15,000.00       | 3%                                  |
| Communications: Website, Postage, E-Newsletters | 15.00/ student  | 3%                                  |

### Facilities Operations and Maintenance

Pinnacles Prep has identified a facility and has a draft lease agreement with the City of Wenatchee, pending approval from the city council and Commission authorization. We are using lease figures identified in the pending facility lease agreement. The estimated total for Facilities Operations and Maintenance for Year 1 is \$221,093 and includes the following:

| Expense   | Amount (\$) | Anticipated Annual Growth |
|-----------|-------------|---------------------------|
| Insurance | 85/student  | 3%                        |



|                            |               |                                               |
|----------------------------|---------------|-----------------------------------------------|
| Janitorial Services        | 126/student   | 3%                                            |
| Building Lease             | 30,000        | 2%                                            |
| Repairs and Maintenance    | 12,000.00     | 3%                                            |
| Equipment/Furniture        | 3,000.00      | 3%                                            |
| Security Services          | 1,200.00      | 3%                                            |
| Utilities                  | 20,000.00     | 3%                                            |
| Subs                       | 250.00 /staff | 3%                                            |
| Banking Fees               | 1,000.00      | 3%                                            |
| Remodel/Construction Loans | 129,918.00    | Variable based on growth of school facilities |

The facilities renovation loan amounts are based on the following assumptions:

Loan 1: Year 0, Pinnacles will get a \$750,000, 10 year loan at 6% interest, with an interest only payment year 0 (\$45k) and \$0 down payment. Starting year 1, annual payments will be \$129,918.

Loan 2: Year 3, Pinnacles will get a \$3,456,000, 25 year loan at 6.5% interest, with a 20% down payment of \$432,000. Starting year 4, annual payments will be \$315,025.

### **Start-Up Expenses**

The expenses outlined below will be incurred before the start of the first operating year. Pinnacles Prep's start-up budget is based on a \$474,000 in revenue. Revenue is generated from the sources below for the 2020-2021 start-up year.

Revenues include:

- WA Charters Smart Start Grant = 224,000
- CSP Grant = 200,000
- Local Fundraising = 50,000

Expenses include:

- School Principal = \$100,000
- Family and Community Engagement Coordinator = \$60,000
- Director of Finance and Operations = \$66,667 (10 months)
- Payroll Taxes and Benefits = \$34,005
- WA Charters Membership Fee = \$500
- Place Network = \$17,000
- Consulting CFO Back-Office Services = \$24,000
- Professional Development = \$15,498 (Valor Compass, MTSS, Core Curriculum)
- School Operations = \$87,469 (teaching supplies, equipment, staff development, staff/student recruitment, etc.)
- Facilities Operations and Maintenance = \$58,500 (includes initial lease payments and interest-only payments on borrowing to build out leased space)
- The expenses total \$463,639, leaving a net operating income of \$10,361

### **Cash Flow**



The cash flow projection below is for: 1) the start-up period of September 2020 through August 2021; and 2) the first year of operation, September 2021 through August 2022. Details regarding revenue and expenses for the start-up period are outlined above. For the first operating year, state revenue is based on the OSPI payment schedule, with a predetermined monthly percentage. Expenses are aligned to the experiences of similar charter schools. Most expenses have been distributed equally over the first year, providing a monthly target for tracking purposes. Salaries and benefits are projected on a 12-month basis. Federal funding (both general and special purpose) has been projected with the initial payment arriving in October.

## **Contingency Planning**

### ***Revenue Shortfalls***

If there are revenue sources that do not materialize or if revenues are less than projected, Pinnacles Prep will make necessary reductions, focused on staffing, to ensure that the school is financially sustainable while still providing an academically rigorous experience and the necessary services to students. At the time of this submission, Pinnacles Prep's contingency plan is based on the following assumptions:

- There will not be a loss of public funding: On the public revenue side, all sources of funding are highly likely, so any loss in public funding would likely be due to a loss in enrollment, which would result in associated and appropriate expense cuts.
- Pinnacles Prep does not foresee a large and unexpected increase in expenses: Pinnacles Prep's expenses are based on the experiences of similar charter schools in Washington as reviewed previously by Joule Growth Partners and WA Charters. Therefore, Pinnacles Prep believes the expenses to be reasonable estimates at this time based on the best information available.

### ***Year 1 Cash Flow Contingency***

Pinnacles Prep has a fundraising goal of \$50,000 in the planning year. Pinnacles Prep knows that these funds are not secured at the time of submitting this application and would make reduction across supplies and staffing (via hire date) as needed should these funds not be raised.

Public revenue is considered highly likely and the school does not expect to lose access to public revenue streams. Enrollment, or loss thereof, will have the biggest impact on public revenue during the school year. In short, "fixed" start-up costs are covered by WA Charters and CSP funds, which are highly likely. Funding shortfalls due to enrollment would be matched by proportional reductions in per student spending, including personnel as necessary.

In addition, as discussed in the expense section above, expenses are both conservative and where possible estimated on the high end. Should cash flow become a challenge, Pinnacles Prep would consider expense cuts, strategic fundraising, vendor management, or short-term loans. Expense cuts would mostly be considered in the event of enrollment loss. Fundraising in this situation would be focused on raising funds to cover any short-term gaps in cash flow. Pinnacles Prep plans to maintain friendly vendor relationships throughout the year to prepare for the unlikely situation that the school needs to hold any vendor payments to make payroll and cover the gap until the apportionment is received at the end of the month.





# PINNACLES PREP

**PINNACLES PREP**

**Section 27: Attachment 30**

**Contents:**

- Financial Policies and Procedures



# **Pinnacles Prep**

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## ***Financial Policies and Procedures Manual (DRAFT)***

**January  
2020**

This document will describe the policies and procedures for the accounting and administrative functions conducted by Pinnacles Prep Management may amend this manual as needed to align with the Pinnacles Prep District Accounting Manual for Washington State. The Board of Trustees is to review the manual every year.



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# INTRODUCTION

Pinnacles Prep is committed to developing and maintaining financial policies and procedures that ensure sound internal controls, fiscal responsibility, and accountability in accordance with the Generally Accepted Accounting Principles (GAAP), and the rules and regulations of the Financial Accounting Standards Board (FASB) and Governmental Accounting Standards Board (GASB). Pinnacles Prep will follow all the relevant laws and regulations that govern the Charter Pinnacles Prep within the State of Washington. As a nonprofit organization, Pinnacles Prep is entrusted with funds granted by government agencies, private foundations, and individual contributors and it will adhere to the highest of standards of accounting.

Clear financial policies and procedures will enable Pinnacles Prep to meet its financial needs and obligations, ensure long-term financial stability and viability, and protect its tangible assets and reputation.

## Financial Policies

1. Pinnacles Prep shall comply with the laws, rules, and regulations applicable to it regarding financial matters and with the terms of the contract by which it is bound.
2. Control procedures shall be in place to ensure the security of the organization's assets.
3. Timely and accurate financial information shall be produced to fulfill all reporting requirements and management needs.

## Financial Leadership and Management

The financial management team of Pinnacles Prep consists of:

- Board of Trustees
- Finance Committee
- Treasurer of the Board of Trustees
- Director of Finance and Operations
- Principal
- Financial Consultant
- ESD

The day-to-day fiscal responsibilities of Pinnacles Prep are assigned to its fiscal staff. However, ultimate fiduciary responsibility for the overall management of the organization lies with the Board of Trustees.

The Board of Trustees will meet monthly to ensure that its fiduciary duty is maintained. Pinnacles Prep will establish a Finance Committee by the first full Board meeting. This committee will be responsible for selecting an audit firm on an annual basis, reviewing the financial policies and procedures manual on an annual basis, approving the annual budget, and working with the Pinnacles Prep finance team to review the monthly financial statements.

**INCLUDE LANGUAGE ABOUT YOUR AUTHORIZER'S REQUIREMENTS HERE**



The Finance Committee of the Board of Trustees shall be responsible for the primary Board-level oversight of Pinnacles Prep financial matters, as defined by the Board. The Director of Finance and Operations will have the primary responsibility of executing all financial matters. All members of the fiscal management team will work together to make certain that all financial matters of the organization are addressed with care, integrity, and in the best interest of Pinnacles Prep.

The Principal is responsible for administering Pinnacles Prep's adopted policies and ensuring compliance with procedures that have been approved by the Board of Trustees. Exceptions to written policies may only be made with the prior approval of the Finance Committee. Changes or amendments to these policies shall be conducted by the Finance Committee and approved by the Board of Trustees every year.

Any violation of these policies and procedures is considered to be cause for termination or removal and, depending upon the nature of the infraction, civil and/or criminal prosecution.



# 1

## INTERNAL CONTROL STRUCTURE

### Background

This manual describes the policies and procedures of Pinnacles Prep. The policies are designed to safeguard the assets of Pinnacles Prep, facilitate compliance with applicable law, and produce timely and accurate financial information in accordance with the Generally Accepted Accounting Principles (GAAP), and rules and regulations of the Financial Accounting Standards Board (FASB). It is the responsibility of the leadership team to safeguard Pinnacles Prep's assets, which include cash, cash equivalents, and fixed assets. The contents of this chapter will demonstrate the internal controls that will be/have been implemented to assure assets are safeguarded appropriately.

The internal control structure is composed of four basic elements, described in detail below.

### 1. Internal Control Environment

The internal control environment reflects the importance Pinnacles Prep places on internal controls as part of its day-to-day activities. Factors that impact the internal control environment can include management and Board philosophy; organizational structure; ways of assigning authority and responsibility; methods of management and control; personnel policies and practices; and external influences such as significant donor expectations.

### 2. Accounting System

Pinnacles Prep has established an accounting system comprised of the methods and records used to identify, assemble, classify, record and report accounting transactions. The methods are set up to: (1) identify and record all of the organization's transactions; (2) describe the transactions in enough detail to allow classification for financial reporting; and (3) indicate the time period in which transactions occurred in order to record them in the proper accounting period. The fiscal year is from September 1 to August 31. Pinnacles Prep's audited financial statements must be approved by the Board of Trustees and provided to the appropriate oversight entity according to all applicable requirements. Furthermore, Pinnacles Prep's budgets for the following fiscal year must be drafted for Board review and approved **prior to** the end of the current fiscal year. The budget may later be revised and approved as necessary.

### 3. Internal Control Procedures

Pinnacles Prep has adopted a number of internal financial controls. These procedures are set up to strengthen Pinnacles Prep internal control structure in order to safeguard the organization's assets. The internal financial controls consist of the following:

**Segregation of Duties:** A hierarchical structure of authority and responsibility has been developed at Pinnacles Prep. Tasks are divided and allocated to guard against one individual having the ability to make an accounting error (either knowingly or unknowingly). This protects



Pinnacles Prep from any potential fraud or misappropriation of funds. In situations where there are an insufficient number of employees to achieve this because of budget constraints, a compensating control has been created at Pinnacles Prep.

**Restricted Access:** Physical access to valuable and moveable assets is restricted to authorized personnel.

**Document Control:** In order to ensure that all documents are captured by the accounting system, all documents must be initialed and dated when recorded and then filed appropriately.

**Records Retention:** To provide an accurate and auditable record of all financial transactions, Pinnacles Prep's books, records, and accounts are maintained in conformity with generally accepted accounting principles as required by Washington law, applicable to charter Pinnacles Preps. Records will be maintained for the periods sufficient to satisfy IRS regulations, federal grant requirements, OMB A133 audit requirements if applicable, and other legal needs as may be determined. Record retention requirements are reviewed annually with legal counsel and independent auditors to determine any necessary changes.

**Processing Controls:** These are designed to identify any errors *before* they are posted to the general ledger. Common processing controls are the following: (1) Source document matching; (2) Clerical accuracy of documents; and (3) General ledger account code checking.

**Reconciliation Controls:** These are designed to identify any errors *after* transactions have been posted and the general ledger has been run. The process involves reconciling selected general ledger control accounts to subsidiary ledgers. Reconciliation is completed by the Financial Consultant and approved by Pinnacles Prep's Principal.

**Annual Independent Audit:** Pinnacles Prep's financial statements are audited annually by an independent audit firm selected by the Board of Trustees on the recommendation of the Finance Committee.

**Security of Financial Data:** Pinnacles Prep's accounting software is accessible only to the Principal, Director of Operations, and the Financial Consultant. Individual ID codes and passwords are in place for every user and limit their access and functionality depending on their role within Pinnacles Prep. All other hard copies of financial data, when not in use, will be secured in a closet or cabinet at Pinnacles Prep.

**Risk Assessment:** This is designed to identify, analyze, and manage risk relevant to the preparation of accurate financial statements. It includes mitigating risks involving internal and/or external factors that might adversely affect Pinnacles Prep's ability to properly record, process, summarize and report financial data.

#### **4. The Accounting Cycle**

The accounting cycle is designed to accurately process, record, summarize, and report transactions of Pinnacles Prep. Pinnacles Prep will maintain their accounting records and related financial reports on the accrual basis of accounting. Under the accrual basis of accounting, revenues are recognized when earned and expenses are recognized when services are incurred or goods are received.



The component bookkeeping cycles fall into one of five primary functions:

### **1) Revenue, Accounts Receivable, and Cash Receipts**

Key tasks in this area include:

- Processing cash receipts
- Making deposits
- Recording cash receipts in the general ledger and subsidiary records
- Performing month-end reconciliation procedures
- Processing general ledger integration for private donations/revenue
- Processing wire transfers into Pinnacles Prep accounts

### **2) Purchases, Accounts Payable and Cash Disbursements**

Key tasks in this area include:

- Authorizing the procurement of goods and/or services
- Processing purchases (credit card, check, reimbursement)
- Processing invoices
- Issuing checks
- Recording checks in the general ledger and in cash disbursement journals
- Performing month-end reconciliation procedures
- Year-end reporting: Preparing 1099 forms
- Processing wire transfers out of Pinnacles Prep accounts

### **3) Payroll**

PAYROLL PROVIDER, an outside service provider, will perform the payroll process. Their responsibilities include calculating appropriate amounts for taxes to be remitted to the Federal, State, and City government agencies and voluntary and/or statutory deductions that may or may not require remittance to retirement plan trustees, child support agencies, etc.

Key tasks in this area include:

- Obtaining and gathering payroll information
- Preparing payroll checks and depositing payroll taxes
- Submitting information to PAYROLL PROVIDER for processing
- Performing quarterly reconciliation
- Preparing quarterly payroll tax returns
- Preparing W-2s, the W-3, and other annual payroll tax returns

### **4) General Ledger and Financial Statements**

Key tasks in this area include:

- Preparing monthly journal entries
- Reconciling bank accounts and other general ledger accounts
- Reviewing general ledger activity and posting adjusted journal entries
- Producing the financial statements
- Producing the annual budget



The general ledger process consists of posting the period's transactions to ACCOUTING SOFTWARE (the accounting software), which produces the financial statements. The Financial Consultant will reconcile bank and credit card accounts, enter payroll, review the general ledger, and prepare for the annual audit.

The Principal presents monthly statements to the Board of Trustees at each board meeting. The required statements are outlined in the following section.

The Principal is responsible for creating and updating 5-year budget projections for Pinnacles Prep. In addition, the Principal, in consultation with the Director of Operations and the Financial Consultant, will prepare the annual operating budget of income and expenses and the capital budget for Pinnacles Prep. These budgets and the 5-year projection are reviewed and approved annually, first by the Principal, then by the Finance Committee of the Board, and finally by the Pinnacles Prep Board of Trustees and modified as necessary, with approval by the last day of the closing fiscal year. This process is described below.

## **5) Budgets and Financial Reporting**

### ***Budgets***

Budgets are created per program annually and updated semi-annually based on actual expenditures and programmatic changes that occur during the year. Creation of the annual operating budget and capital budget is an iterative process led by the Principal, but requires input from the Director of Operations and the Financial Consultant. This input is necessary to ensure enrollment is accurately represented per the charter agreement, and to make certain the staff can properly support the proposed number of enrolled students. Critical Pinnacles Prep program expenses should be represented in the budgets to ensure reality is properly reflected. Historical information is used when available and applicable. The iterative process is repeated until the overall budget fairly represents the revenues and expenses for the operating budget as well as the cash requirements for capital expenditures under the capital budget.

Once complete, the Principal presents the overall budget to the Finance Committee for review. If/when the Committee is satisfied, the budget is then presented to the entire Board for a vote of approval. The budget must be approved and passed by the July 10 before the start of the new fiscal year and in accordance with the guidelines of the Office of the Superintendent of Public Instruction. Once approved, the implementation of and accountability for the budget is the sole responsibility of the Principal.

After approval, the Financial Consultant uploads the budget into the accounting system. This budget is then used to run monthly budget vs. actual expense reports that are shared with the Principal. Differences of more than \$5,000.00 or 15%, whichever is less, are described in the notes section. The Principal is responsible for making sure that significant differences are thoroughly researched and ultimately identified as either permanent or temporary variances. In addition, the Principal ensures the Financial Consultant produces contingency budgets with extreme issues.

From a day-to-day operational standpoint, the Principal may work with the Treasurer of the Board of Trustees or the Chairperson of the Board of Trustees to resolve questions or issues related to the budget.



***Financial Reporting***

One week before each Board meeting, the following will be sent to the Finance Committee for review: (1) the budget vs. actual report for the operating budget; (2) the budget vs. actual report for the capital budget; (3) the balance sheet; and (4) the enrollment budget vs. actual report per grade for general education and special education students. The Treasurer of the Board of Trustees will present these reports to the entire Board at each meeting. The Finance Committee may also request cash flow projections through the end of the fiscal year to identify the months that cash flow may run negative.

In addition, monthly budget vs. actual reports for the operating budget and capital budget will be produced by the Financial Consultant for the Principal by the 21st of each month.

At the end of the year, the following key financial statements are produced:

- 1) Balance Sheet
- 2) Income Statement
- 3) Statement of Cash Flows
- 4) Statement of Functional Expenses



# 2

## PROCESSING CASH RECEIPTS AND REVENUE

### Background

Pinnacles Prep records revenue on the accrual basis of accounting, consistent with generally accepted accounting principles.

Pinnacles Prep receives revenues from the following primary sources:

- Federal Government
- State Government
- City Government
- Corporations
- Foundations
- Individuals

If total federal support for the fiscal year should exceed \$750,000, an additional audit under the guidance of OMB Circular A-133 will be conducted.

### Processing and Recording Cash Receipts

The Financial Consultant is responsible for recording cash receipts as well as various other functions.

The Office Manager sorts and delivers all mail. Any mail addressed to a specific staff member should be stamped as “Received” with the date, and transferred, unopened, to the addressee. Any mail addressed generally to Pinnacles Prep that is not sent by a credit card company or bank may be opened by the Office Manager or Principal. All documents contained within should be stamped as “Received” with the date and initials of the person who opened the mail, and transferred to the most appropriate individual. In the case of mail sent by a credit card company or bank, the unopened envelope should be stamped as received by the Office Manager with the date. The envelope should then be transferred immediately to the Board Treasurer, or held in a locked, secure location until the Board Treasurer is on site. Once the Board Treasurer receives the envelope, they should open and review the contents. Any credit card or bank statements must be marked “Reviewed by” (with initials and date) and “Approved by” (with signature). The credit card or bank statement should then be transferred immediately to the Financial Consultant for review, payment, and filing.

The Office Manager may open mail that appears to contain a check and is addressed generally to Pinnacles Prep. Once opened by the Office Manager, all checks must be stamped immediately in the designated endorsement area with “For Deposit Only” and the appropriate bank account number and the name of Pinnacles Prep. The receipt of the check must be logged in the Cash Receipts Log, maintained as an ongoing Excel file. The Excel file will be emailed to the Financial Consultant and Principal on the last day of each month. The



Financial Consultant will reconcile the Excel Cash Receipts Log with the Cash Receipts and Transfers Binder to ensure that all check receipts have been accounted for. The check should then be copied. Any correspondence accompanying the check should also be retained. The check, check copy, and any accompanying documents should be transferred in a secure manner to the Financial Consultant. The above tasks should not be completed by anyone who has direct use of the accounting system.

The Financial Consultant will staple the photocopy of the check and all correspondence (check copy on top) together and file the packet into the Cash Receipts and Transfers Binder, sorted by bank account number and in date order.

When a donation is received, a pre-numbered contribution acknowledgement letter will be drafted by the Office Manager, signed by the Principal, and sent to the donor by the Office Manager.

Whenever reasonably possible, the Financial Consultant will deposit all checks on the day received. At the latest, checks must be deposited no later than the next banking day. Checks that cannot be deposited immediately will be placed in a locked location. Before depositing a check, the Financial Consultant will prepare a deposit slip, copy it, and staple this to the copied check. When deposited, a deposit receipt with bank-endorsed proof of deposit will be obtained for each check.

Deposits may be recorded either as invoices or as general ledger entries. After the check has been deposited, the Financial Consultant records the receipt of funds in the accounting system, organized by check number, date and name. If an invoice has already been created, then the deposit will be applied against the outstanding invoice(s). If not, a sales invoice is created, recognizing the revenue in the correct month(s). If the cash is not yet earned, it will be applied against the deferred revenues/unearned income general ledger account.

The Financial Consultant prints a Cash Receipts Journal to show the transaction has posted in the accounting system. This (or a document showing an invoice has been paid) is attached to the front of the copy of the check, copy of deposit slip, deposit receipt with bank-endorsed proof of deposit, and any correspondence that arrived with the check. Together, these documents comprise the Cash Receipts Packet for the respective transaction, with the Cash Receipts Journal on top. The Cash Receipts Packet is sent to the Principal for approval. The Principal verifies that the PAYROLL SOFTWARE entry reflects the same data as the copied check and proof of deposit, and initials and dates all documents to indicate approval. Once signed, the Financial Consultant files the Cash Receipts Packet in the Cash Receipts and Transfers Binder, separated by bank account and in date order. All cash receipts and authorized transfers between accounts starting on September 1 and ending on August 31 will be maintained in each fiscal year's Cash Receipts and Transfers Binder.

## **Processing and Recording Revenue**

Typically, grants received will be accompanied by specific agreements that explicitly or implicitly restrict their use and which impose unique reporting requirements – financial as well as performance. Pinnacles Prep's accounting and documentation system must be such that it is capable of meeting the individual requirements imposed by such grant agreements. Job codes and/or class codes will be attached to applicable expenses and assets so that associated grant



revenues may be earned on an accrual basis. Inasmuch as the quality of grant agreements impacts its financial strength, Pinnacles Prep is committed to absolute adherence to this requirement in its reporting system. Accordingly, a reporting calendar shall be established wherein grantor accountability deadlines are tracked for compliance purposes.

### ***Processing Wire Transfers into Pinnacles Prep Accounts***

Government contracts which execute payments via wire transfer remit a wire transfer advice indicating the date and amount of the funds to be deposited in Pinnacles Prep's account. This wire transfer advice is processed in the same fashion as a deposit to the bank; with mail opened by the Office Manager or Principal and delivery of wire transfer notices to the Financial Consultant. All relevant documentation (wire transfer advice, wire transfer confirmation, Cash Receipts Journal, etc.) should be retained and filed in the Cash Receipts and Transfers Binder under the proper bank account, in date order.

### ***Processing and Recording Transfers within Pinnacles Prep Accounts***

In order to maximize interest income, cash will be maintained in the escrow / savings (IF APPLICABLE) account and transferred to the checking account, as necessary to meet OSPI's and the authorizer's funding requirements. Transfers between Pinnacles Prep bank accounts shall be made only when properly authorized. **Only** the Chairperson or Treasurer of the Board of Trustees can authorize transfers to and from the escrow account. A written request is to be submitted directly to the financial institution for processing. A Transfer Authorization form will be completed in order to transfer cash between the checking and debit accounts. The Financial Consultant must obtain the Principal's signature for transfers below \$5,000.00. For transfers above \$5,000.00 and under \$15,000.00, the Principal and Director of Operations must both approve the transfer. Transfers above \$15,000.00 require approval by both the Principal and the Board Treasurer. In the event the Principal or Director of Operations is not available for a signature, the Treasurer of the Board of Trustees will be able to approve transfers in place of one of those individuals, as long as the total transfer value is under \$15,000.00. In the event the Board Treasurer is not available for signature, the Chairperson of the Board of Trustees will be able to approve transfers in the Treasurer's place.

In the event that one of these individuals is not available for an in-person signature, the signatory may send an email stating their name and granting permission to execute the transfer, with the promise to sign the Transfer Authorization form in person at the first opportunity. The transfer may then be executed. As soon as the signatory is back on site, the original Transfer Authorization form will be signed in person and attached to the email granting permission. Any and all such correspondence must be retained and filed with the corresponding transfer documents.

Once transfer is authorized by the proper individual(s) and executed, the Transfer Authorization form, transfer confirmation statements, and the Cash Receipts Journal will be filed in the Cash Receipts and Transfers Binder in date order, under the bank account receiving funds.

### ***Revenue Recognition for Grants***

In instances where grant funds are received in advance of Pinnacles Prep expending money applicable to the grant, the grant funds are recorded in the accounting system as deferred revenue or a liability until the applicable expenses have been incurred. If the grant funds are



received after Pinnacles Prep has already expended money on goods or services that are covered under the grant, the grant funds can be recorded as revenue at the time of receipt. If Pinnacles Prep has expended part of the grant before receiving the actual funds, the only funds that may be recorded as revenues are those that have already been spent. Any remaining grant money must be recorded as deferred revenue or a liability until the time the funds are actually expended by Pinnacles Prep.

### ***Pledges or Grants Receivable***

To the extent that Pinnacles Prep solicits, accepts, and administers for the benefit of Pinnacles Prep and its students, gifts, grants, and donations from individuals or public and private entities, Pinnacles Prep shall not solicit, accept, and administer any such gifts, grants, or donations from sectarian or religious organizations and shall not accept any gifts or donations the conditions of which violate Chapter 28A.710 RCW or any other state laws.

When revenues are earned yet the cash has not been received for all or a portion of the grant/pledge, a receivable is recorded in the accounting system. When Pinnacles Prep receives an Unconditional Pledge to Contribute, it will be acknowledged in a pre-numbered contribution acknowledgement letter drafted by the Office Manager, signed by the Principal, and sent to the donor by the Office Manager. The Financial Consultant will enter the amount of the pledge into the general ledger, discounting to their present value any pledges that go beyond a year. Pinnacles Prep will only recognize the pledge as revenue when it is actually paid to Pinnacles Prep, just as it does for all other restricted funding. The Financial Consultant will evaluate all Pledges to Contribute quarterly to verify that each item is still collectible.

### ***Revenue Recognition for Per Capita funding***

Per capita funding is paid by the state on the last business day of each month.

### ***Government Cost-Reimbursement Contracts***

When an expense is incurred that is eligible for reimbursement through a government contract, the Financial Consultant attaches the appropriate Job/Class Code to the expense in the accounting system. The Financial Consultant compiles a monthly report of expenses with Job/Class Codes so that revenue can be recognized accordingly in that month.

### ***Donated Goods and Services***

Donated goods and services can include office space, professional services such as outside counsel's legal advice, food, clothing, furniture and equipment, or bargain purchases of materials at prices less than market value. In addition, volunteers can provide free services, including administrative services, participation in fundraising events, and program services that are not accounted for. The Financial Consultant records donated services in the system at fair value or avoided cost, as determined by the donor and documented in writing. When a good or service is donated to Pinnacles Prep, a pre-numbered contribution acknowledgement letter will be drafted by the Office Manager, signed by the Principal, and sent to the donor by the Office Manager. General Ledger entries are recorded to recognize the in-kind revenues and in-kind expenses.

### ***Donated Materials and Supplies***

Donated materials are recorded as contributions to inventory or expenses in the period received and are recorded at their fair market value at the date of receipt. If materials are donated for a specific use, they are considered to be temporarily restricted contributions. The Financial Consultant records donated materials and supplies in the system at fair value or avoided cost, as



determined by the donor and documented in writing. When a material or supply is donated to Pinnacles Prep, a pre-numbered contribution acknowledgement letter will be drafted by the Office Manager, signed by the Principal, and sent to the donor by the Office Manager. General Ledger entries are recorded to recognize the in-kind revenues and in-kind expenses.

***Donated Property and Equipment***

Property donations received without donor-imposed stipulations are recorded as unrestricted contributions. When property or equipment is donated to Pinnacles Prep, a pre-numbered contribution acknowledgement letter will be drafted by the Office Manager, signed by the Principal, and sent to the donor by the Office Manager. General Ledger entries are recorded to recognize the in-kind revenues and in-kind expenses.

***Donated Stocks***

In the event that Pinnacles Prep receives donated stocks from a donor, the Financial Consultant records and values these stocks in the accounting system at the time of receipt. When stocks are donated to Pinnacles Prep, a pre-numbered contribution acknowledgement letter stating the value of the donated stocks will be drafted by the Office Manager, signed by the Principal, and sent to the donor by the Office Manager. General Ledger entries are recorded to recognize transactions related to the donation of stocks.

***Accounts Receivable Aging***

Accounts receivable outstanding are aged on a thirty, sixty, ninety, and over-ninety day basis. The Financial Consultant should review the accounts receivable aging monthly, determine which invoices are collectible, follow the necessary requirements based on the type of funding, and select which items to collect.



# 3

## PROCESSING PURCHASES

### Background

Pinnacles Prep records expenses on the accrual basis of accounting, consistent with generally accepted accounting principles.

By the adoption of the operating budget by the Board of Trustees, the Principal becomes both responsible for, and generally authorized to expend, the amounts budgeted. This authorization may, however, be qualified by Board action based upon availability of funds. Such a qualification may necessitate a prioritization of expenditures based upon an incremental implementation of the organization's Business Plan.

While a capital budget may be approved, the authority of the Principal to solely commit to individual expenditures under that budget is limited to \$15,000.00 per transaction. Commitments for capital expenditures exceeding that amount must have the co-signature of either the Board Treasurer or the Chairperson of the Board. A capital expenditure is defined as an expenditure for fixed assets exceeding \$1,000.00.

Pinnacles Prep procures only those items and services that are required to fulfill the mission and/or fill a bona fide need. Procurements are made using best value contracting, which entails assessing the best value considering quality, performance and price. This is achieved partly by the Director of Operations, who also has the annual responsibility of reviewing the newly approved budget to uncover patterns of orders and opportunities for clustering orders to achieve volume discounts.

Pinnacles Prep adheres to the following objectives:

1. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, quality, etc.
2. Pinnacles Prep will make all purchases in the best interests of Pinnacles Prep and its funding sources.
3. Pinnacles Prep will obtain quality supplies/services needed for delivery at the time and place required.
4. Pinnacles Prep will buy from reliable sources of supply.
5. Pinnacles Prep will obtain maximum value for all expenditures.
6. Pinnacles Prep will deal fairly and impartially with all vendors.
7. Pinnacles Prep will be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in Pinnacles Prep supplier relationships. Pinnacles Prep's conflict of interest policies are described in its bylaws.

In all purchasing situations, Pinnacles Prep utilizes the following procurement guidelines:



The purpose of procurement is to ensure equal access to all potential vendors. Federal procurement must follow all state regulations and be treated consistently with non-federal procurement. If state or local procurement laws and regulations are more restrictive than the federal regulations, they must be followed.

### ***The Laws***

Pinnacles Prep will follow all requirements pertaining to procurement in federal programs found in 34 Code of Federal Regulations (CFR) Section 80.36 and any applicable state regulations.

### ***Types of Procurement***

There are four types of procurement according to 34 CFR 80.36:

- Small purchases
- Noncompetitive proposals
- Formal advertising
- Competitive proposals

**Small purchases** and **formal advertising for procurements** of furniture, equipment, and supplies (except books) are regulated by state procurement regulations for Pinnacles Prep districts found in RCW 28A.335.190.

**Noncompetitive proposals**, also known as “sole source,” are permitted only in four instances:

- Emergency (such as a fire, flood, hurricane).
- Authorized by awarding agency (such as OSPI, US Department of Education).
- After solicitation of a number of sources, competition is inadequate (such as only one reply).
- The item is available only from one source (must be adequately documented).

### ***Washington State Competitive Proposal Laws***

Competitive Bid Procedures are required when using public funds. Competitive Bid Procedures include:

- Furniture, equipment, or supplies, except books
- Building, improvement, repair, or other public works project



### ***Thresholds and Protocols for Competitive Bidding:***

|                           | <b>\$40,000 to \$75,000</b>               | <b>Over \$75,000</b>                                                                                           |
|---------------------------|-------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>Public Notice</b>      | Not Required                              | At least 1 newspaper of general circulation, 1x/week for at least 2 weeks                                      |
| <b>Bid Specifications</b> | Not Required                              | Bid specifications must be available at specified location (ex. office)                                        |
| <b>Bid Format</b>         | Telephone or Written Bids Accepted        | Written Bids Only                                                                                              |
| <b>Minimum # of Bids</b>  | Minimum of 3 Bids                         | No Minimum Required                                                                                            |
| <b>Bid Availability</b>   | Bids must be available for public perusal | Bids must be opened and read in public on specified date; bids must be available for public perusal thereafter |

### **Approval**

Approval to fulfill a purchase order is garnered by first filling out a Purchase Request form. Any staff member may fill out a Purchase Request form. Once complete, the form is submitted to the Principal or, in the case of instructional staff submitting a request, to the Director of Operations, for an approval signature. The Purchase Request form is reviewed by the proper individual, signed to indicate approval, and returned to the requesting employee. The employee is responsible for transferring the approved Purchase Request form to the Operations Manager for processing.

In the event that an item must be purchased and the proper signatory is not available to provide an in-person signature, the signatory may send an email stating their name and granting permission to execute the purchase, with the promise to sign the Purchase Request form in person at the first opportunity. The Purchase Order may then be executed. As soon as the signatory is back on site, the original Purchase Request form will be signed in person and attached to the email granting permission. Any and all such correspondence must be retained and filed with the corresponding purchase documents.

If necessary, teachers may purchase supplies directly from vendors and apply for reimbursement. Teachers may only acquire up to \$50.00 worth of materials under this policy per academic year, and purchases made in this way must be preapproved in order to guarantee reimbursement. Pinnacles Prep is tax exempt and therefore does not reimburse employees for tax. A copy of the Tax-Exempt Certificate may be obtained from the Director of Operations. A detailed description of reimbursement policies can be found below.

### **Issuance and Monitoring of Purchase Orders**

The Director of Operations works closely with the Principal to ensure that all necessary instructional and administrative purchases are made in a timely and cost- effective manner and, when applicable, in accordance with grant restrictions.



For all products and services that need to be ordered, a Purchase Request form must be filled out and approved, as outlined above. The approved Purchase Request form is submitted to the Operations Manager for processing. The Operations Manager is responsible for ensuring adherence to Pinnacles Prep's procurement guidelines and determining whether the order exceeds the thresholds requiring competitive bidding. All purchasing thresholds apply to the entire order, not single items. For instance, although one computer may cost \$1,500.00 (under the \$40,000 threshold requiring competitive bidding), if 27 computers are being requested, the order total will be \$40,500.00 (above the \$40,000 threshold), and as such, require bids from at least three vendors. The Operations Manager is responsible for conducting all competitive bidding procedures, when required. In these cases, all documentation of applicable bids and/or quotes obtained will be retained and filed as a packet in the Competitive Bidding Binder, organized by the check number that ultimately paid for the item(s) in the order.

The Operations Manager creates a Purchase Order (PO) and based on the total value of the Purchase Order, forwards it to the proper individual(s) for approval. Purchase Orders totaling less than \$5,000.00 may be approved with the signature of **either** the Director of Operations or the Principal. Purchase Orders totaling more than \$5,000.00 but less than \$15,000.00 must be approved with the signatures of **both** the Principal and the Director of Operations. Purchase Orders totaling more than \$15,000.00 must be approved with the signatures of **both** the Principal and the Board Treasurer. In the event the Principal or Director of Operations is not available for a signature, the Treasurer of the Board of Trustees will be able to approve purchase orders in place of one of those individuals, as long as the total purchase value is under \$15,000.00. In the event the Board Treasurer is not available for signature, the Chairperson of the Board of Trustees will be able to approve purchase orders in the Treasurer's place.

In the event that an item must be purchased and the proper signatory is not available to provide an in-person signature, the signatory may send an email stating their name and granting permission to execute the Purchase Order, with the promise to sign the Purchase Order in person at the first opportunity. The purchase may then be executed. As soon as the signatory is back on site, the original Purchase Order will be signed in person and attached to the email granting permission. Any and all such correspondence must be retained and filed with the corresponding purchase documents.

Once the Purchase Order is approved with the proper signatures, the Operations Manager reviews the PO for accuracy of dates, account coding, quantities, and arithmetic extensions. The Operations Manager then sends the order to the vendor, accompanied by any required documentation.

The Operations Manager notes the vendor confirmation number(s) on the hard copy PO and files it into the Purchasing Binder under the Purchase Orders Placed tab.

## **Receipt of Goods**

All goods purchased by Pinnacles Prep are delivered directly to Pinnacles Prep. It is the responsibility of the Office Manager to sign for delivery. The Office Manager is also responsible for opening the box(es) and obtaining the packing slip(s). The packing slip will be reviewed for accuracy, checked against the original PO, stamped as received and signed by the Office Manager. In instances where there is no packing slip, a Substitute Packing Slip form is to be filled out by the Office Manager. If everything is correct and the contents of the entire purchase were received and



documented on the packing slip, the packing slip will be stapled to the front of the original PO. This packet is then filed in the Purchasing Binder under the Fully Received tab in order by vendor name. If only part of the purchase was received, the packing slip for the received items is stapled to the back of the original PO and the packet is filed under the Partially Received tab in order by vendor name, until the remaining items are received.

If everything is not correct with the order, the Operations Manager will contact the vendor for a return/credit to the account. When discrepancies occur, they are investigated and resolved by the Director of Operations.

### **Exemption from Sales Tax**

Pinnacles Prep is exempt from state and federal tax. As such, Pinnacles Prep is exempt from sales taxes on goods purchased for their own internal use and services. It is the responsibility of the Director of Operations and Operations Manager to ensure that all vendors have a copy of the ST-119 and 501 (c) forms allowing the organization to be exempt from sales taxes.

### **Reimbursable Expenses**

In situations where a purchase is required in short order and the total of the purchase is under \$300.00, staff may make the purchase with their own funds and apply for reimbursement. Reimbursable expenses under \$300.00 will require preapproval by the Principal through a written request. Expenses that have not been preapproved will not be reimbursed. Please note, teachers may only acquire up to \$50.00 worth of materials under this policy per academic year. In the event that the Principal requires reimbursement, the Treasurer of the Board must approve their expenses. It is the employee's responsibility to seek approval prior to incurring costs.

In the event that an item must be purchased and the Principal is not available to provide an in-person signature on the Expense Reimbursement Preapproval form, the Principal may send an email stating their name and granting permission to execute the purchase, with the promise to sign the Expense Reimbursement Preapproval form in person at the first opportunity. The purchase may then be executed. As soon as the Principal is back on site, the original Expense Reimbursement Preapproval form will be signed in person and attached to the email granting permission. Any and all such correspondence must be retained and filed with the corresponding purchase documents.

Receipts are required for all expenditures requiring reimbursement. Once expenses have been incurred, requests for reimbursement should be made within 30 days of expense via an Expense Reimbursement form. All receipts should be taped onto blank sheets of paper and attached to the form. These documents are submitted to the Principal for review and approval.

If an employee is issued a credit card, their use of the card should be limited to business expenses, and they are responsible for ensuring that all receipts for purchases are turned in as purchases are made.

Employees should note that Pinnacles Prep is tax exempt and therefore does not reimburse employees for tax. A copy of the Tax-Exempt Certificate may be obtained from the Director of Operations.



## **Travel Expenses**

Travel arrangements will be purchased using the Pinnacles Prep credit card. In situations where expenses are incurred during the course of business travel, staff may apply for expense reimbursement. No single purchase made while traveling may exceed \$300.00. Expectations for daily expenses or per diem allowances will be determined prior to the employee trip. Employees should file for reimbursement in the manner described in the above section, although preapproval for each business travel expense will not be required. Receipts are required for all expenditures requiring reimbursement, and requests for reimbursement must be made within 30 days of expense. In the event that the Principal requires travel reimbursement, the Treasurer of the Board must approve their expenses.

Employees should note that Pinnacles Prep is tax exempt and therefore does not reimburse employees for tax. A copy of the Tax-Exempt Certificate may be obtained from the Director of Operations.

### ***Mileage Reimbursement***

All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business-related travel. Parking fees and tolls paid are reimbursable if supported by receipts.

All employees requesting such mileage reimbursement are required to furnish a Travel Report containing the destination of each trip, its purpose and the miles driven, parking fees and tolls. All corresponding receipts must be taped to blank sheets of paper and attached to the Travel Report. This packet must be submitted to the Principal for approval within 30 days of the travel date in order for the employee to receive reimbursement.

## **Credit Card Purchases**

Pinnacles Prep's credit cards will be provided to the Principal and Director of Operations. Credit card use is to be generally restricted to the making of travel arrangements for trustees and staff and for making arrangements with hotels and conference facilities for approved travel and meetings. The credit card is not to be used for accounts payable or other day-to-day transactions. The credit card may be used for capital expenditures, but all approval and budgetary restrictions as outlined in this policy manual shall apply.

Credit card purchase requests totaling less than \$5,000.00 may be approved solely with the signature of the Principal via the Credit Card Purchase Request form. Credit card purchase requests totaling more than \$5,000.00 but less than \$15,000.00 must be approved with the signatures of **both** the Principal and the Director of Operations. Credit card purchase requests totaling more than \$15,000.00 must be approved with the signatures of **both** the Principal and the Treasurer of the Board. In the event the Principal or Director of Operations or is not available for a signature, the Treasurer of the Board of Trustees will be able to approve credit card purchases in place of one of those individuals, as long as the total purchase value is under \$15,000.00. In the event the Board Treasurer is not available for signature, the Chairperson of the Board of Trustees will be able to approve credit card purchases in the Treasurer's place.

In the event that an item must be purchased and the proper signatory is not available to provide an in-person signature, the signatory may send an email stating their name and granting permission to execute the credit card purchase, with the promise to sign the Credit Card



Purchase Request form in person at the first opportunity. The purchase may then be executed. As soon as the signatory is back on site, the original Credit Card Purchase Request form will be signed in person and attached to the email granting permission. Any and all such correspondence must be retained and filed with the corresponding purchase documents.

Once the form is returned to the requestor with proper approval, the cardholder may execute the purchase, making sure to retain all receipts.

If one of the above-named approving signatories is the individual requesting use of the credit card and the total purchase amount is under \$5,000.00, the following procedures will be followed: The Principal will approve purchase requests made by the Director of Operations. The Treasurer of the Board will approve purchase requests made by the Principal. In this same situation, if the total purchase amount is over \$5,000.00, the request must be approved by two of the four approving signatories, not including the signatory that is making the purchase request.

The approved Credit Card Purchase Request form and receipt(s) are submitted to the Director of Operations for processing. This includes the coding of each expense for the month, so that each can be properly recorded. If there is any question as to how to code a particular expense, the Director of Operations consults with the Principal for clarification. If the Principal is unavailable, the unclear expense is booked to the NAME account, which will be cleared when the month-end financials are produced or as the Principal is able to respond. The Financial Consultant pays all monthly credit card bills in full. The charges are entered in PAYROLL SOFTWARE by the Financial Consultant and reconciled by the Financial Consultant. All bills and invoices are subsequently filed accordingly in the proper binder. Credit card statements are opened only by the Treasurer of the Board.



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## PROCESSING CASH DISBURSEMENTS

### Processing Invoices

All invoices are mailed to Pinnacles Prep directly. The Office Manager is responsible for sorting, opening, signing and dating all invoices.

If an invoice is received prior to receipt of goods, the Office Manager files the invoice in the Purchasing Binder under the Invoices without Packing Slips tab, in order by vendor name.

Once the goods have been received (or in the case that the shipment had already been received at the time of invoice arrival), the Office Manager staples the invoice to the top of the corresponding packet composed of packing slip, purchase order, and Purchase Request form. This expanded packet is now a complete Cash Disbursement packet (invoice/packing slip/purchase order/purchase request). The Cash Disbursement packet is filed in the Purchasing Binder under the Invoices to be Posted tab, in order by vendor name.

In instances where invoices cannot be obtained and a payment is required, a Check Request form is filled out. In this case, any applicable documentation to back up payments requested should be attached. The Check Request form will document the payee, payment due date, amount of payment, etc.

Invoices shall be processed weekly by the Financial Consultant. The Financial Consultant establishes the vendor file in the accounting system and reviews the invoice for any purchase discounts dates and properly captures the discount period in the system. The Financial Consultant enters invoices into the accounting system with the correct general ledger codes and then moves the Cash Disbursement packet to the Invoices to be Paid tab of the Purchasing Binder, sorted by vendor name.

### Cutting Checks

The Financial Consultant will maintain all blank check stock in a locked location. All checks will be pre-numbered, voucher style, containing one stub for the vendor (attached to all outgoing checks) and one to be filed by the Financial Consultant with all supporting disbursement documents.

Checks are run on a weekly basis, and vendors are paid based on terms of the invoices, as recorded within the system. Check preparation and signatures are prepared not later than the due date, consistent with available discounts if available.

The Principal, Director of Operations, Treasurer of the Board of Trustees, and Chairperson of the Board of Trustees are signatories on the checking account. The Financial Consultant must obtain the Principal's signature for checks below \$5,000.00. For checks above \$5,000.00 and



under \$15,000.00, the Principal and Director of Operations both sign the check. Checks above \$15,000.00 require signature by both the Principal and the Treasurer of the Board of Trustees. In the event the Principal or Director of Operations is not available for a signature, the Treasurer of the Board of Trustees will be able to sign checks in place of one of those individuals, as long as the total check value is under \$15,000.00. In the event the Board Treasurer is not available for signature, the Chairperson of the Board of Trustees will be able to sign checks in the Treasurer's place.

The Financial Consultant processes payment for the invoice and creates a check. The check is submitted to the required signatories (see above) for signature(s), along with the corresponding Cash Disbursement packet (invoice/packing slip/purchase order/purchase request). At the time the check is signed, any required signatories should review the supporting documentation to ensure they are signing a check for the correct amount and to the correct payee. They should also initial and date each page of the supporting documentation to indicate that the item was received and appropriate payment has been disbursed. The Financial Consultant staples the check stub or copy of the signed check to the top of the Cash Disbursement packet and files it in the Cash Disbursements Binder in check number order, starting with the first check after July 1 and ending with the last check on June 30. The Financial Consultant mails the check to the vendor awaiting payment. Electronic fund transfers may also be used, where the same authorizations as checks will be obtained using an Electronic Payment Authorization form. See below for details.

In no event shall an authorized signatory approve an invoice, execute a check, or authorize a disbursement of any kind, payable to him/herself.

Any and all voided checks should be stamped "void" with the date and filed in the Cash Disbursements Binder in check number order. If a check has gone missing, use a Missing Voided Check Substitute form to act as a placeholder in the Cash Disbursements Binder.

### **Online/Phone/Fax/EFT Payments**

Payments made online or by phone, fax, or electronic funds transfer (EFT) may be processed by the Financial Consultant only after an Electronic Payment Authorization form is approved by the proper signatories (detailed above). The same controls should be followed except that the completed, approved Electronic Payment Authorization form will take the place of a traditional check. Any such payment is documented by a printed confirmation and stapled to the invoice. QuickBooks creates journal entries based on the vendor as cash is credited and the appropriate expense type is debited. Electronic payments will be recognized in QuickBooks just as if it were a check, by entering a unique transaction number in place of the check number. The Electronic Cash Disbursement packet, composed of Electronic Payment Authorization form, confirmation page, and any other supporting documentation, is filed in the Online/Phone/Fax/EFT Disbursements Binder in date order.

### **Recurring Expenses**

Recurring expenses do not require any sort of special treatment. Payments for goods and services that are required on a regular basis (e.g. equipment lease, insurance payments, rent) are handled in the same manner as non-recurring expenses, as described above.

### **Accounts Payable Aging**



Accounts payable outstanding are aged on a thirty, sixty, ninety, and over-ninety day basis. The Financial Consultant should review the accounts payable aging monthly, determine the available cash balances while taking into consideration other cash requirements in the near future, and select items to pay.

### **Petty Cash Account**

It is the policy of Pinnacles Prep not to use petty cash and instead to reimburse employees for preapproved expenses.

### **Insurance Coverage**

Insurance coverage is maintained pursuant to applicable law.

Currently, Pinnacles Prep maintains insurance policies, including: Worker's Compensation, Property, General Liability, Automobile Liability, Automobile Physical Damage, Pinnacles Prep Board Legal Liability/Errors and Omissions, Employee Benefits Liability, Educators Legal Liability, Sexual Harassment, Sexual Abuse, Crime (money and securities, forgery and alteration, employee dishonesty), Terrorism, Umbrella, and Risk Management and Pinnacles Prep Safety Services.

The Board of Trustees, Principal, and Director of Operations will conduct a semiannual review of coverage amounts. The purpose of this review will be to ensure there are adequate means by which to preserve Pinnacles Prep's assets and lower the risk of being underinsured. Any proposed changes must be approved by the Board of Trustees and recorded in board meeting minutes. New coverages will be executed by the Director of Operations. The Director of Operations is responsible for procuring annual renewals with Pinnacles Prep's insurance broker. Quotes for renewal will be procured at least one month in advance of a policy's expiration, and presented to the Principal for review and approval. The Treasurer of the Board of Trustees participates in this review.

The Director of Operations maintains original copies of all insurance policies at Pinnacles Prep, filed in the Insurance Binder by type of insurance. A new binder is created for each fiscal year. When possible, copies of all current insurance policies are saved electronically on a server where the leadership team can view and access the information.

Pinnacles Prep requires proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Board of Trustees.

### **Political Contributions**

No funds or assets of Pinnacles Prep may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. Pinnacles Prep also cannot be involved with any committee or other organization that raises funds for political purposes. Examples of prohibited activities are:

- Political contributions by an employee that are reimbursed by Pinnacles Prep.
- Purchase by Pinnacles Prep of tickets for political fundraising events.
- Contributions in kind, such as lending employees to political parties or using Pinnacles Prep assets in political campaigns.



# 5

## MANAGEMENT OF CASH

### Accounts

Pinnacles Prep banks with NAME Bank and has a total of two bank accounts. Both will be checking accounts, with two accounts maintained to ensure the segregation of public and private funds (at the school's discretion, if desired). The Pinnacles Prep accounts have three Authorized Signers: the Principal, Treasurer of the Board of Trustees, and Chairperson of the Board of Trustees. Bank statements are received monthly at Pinnacles Prep, and are always opened only by the Treasurer of the Board.

In the event that the organization wishes to open a new bank account, board approval is required. As part of the approval, the Board must describe the purpose of the account, signatories, and signatories' authority. The vote to approve and all associated determinations must be recorded in the board minutes. Should Pinnacles Prep wish to close a bank account, Board approval is also required and will be documented in board minutes.

Pinnacles Prep recognizes that federal insurance on deposits with any bank is limited to a total of \$250,000.00, regardless of the number of accounts held. In the event the balance in a Pinnacles Prep account is anticipated to be in excess of the insurance coverage, a "re-positioning" agreement is to be negotiated with the financial institution in order to secure such deposits in excess of federal coverage.

### Bank Reconciliation

Reconciliations are prepared monthly for all bank accounts. This preparation is accomplished by the Financial Consultant, who identifies reconciling items to ensure that cash is being accounted for properly. Any irregularities shall immediately be reported to the Principal and the Treasurer of the Board of Trustees. A bank reconciliation report showing the unreconciled amount as zero is printed and attached to the bank statement. The report is submitted to the Director of Operations, Principal, and Treasurer of the Board of Trustees for review, initialed by each and returned to the Financial Consultant. The Financial Consultant files the statement and reconciliation report in the Bank Reconciliation Binder in date order, sorted by bank account.

### Related Party Transactions

There are instances where related parties may incur expenses of behalf of each other. For example, it is possible that Pinnacles Prep might incur expenses on behalf of Friends of Pinnacles Prep, and vice versa. On a quarterly basis, the accounting will be reconciled between the two entities to ensure that there are no funds owed from one entity to the other at the end of the fiscal year.

### Investment of Funds



At present, Pinnacles Prep does not have any investment accounts. As such, this section does not currently apply to Pinnacles Prep. When Pinnacles Prep has funds available for investment, the following policies will apply.

The Board of Trustees sets the investment policy for Pinnacles Prep. The investment policy provides general guidelines regarding the type of investments deemed appropriate and the objectives of each investment (e.g., overnight deposits for excess cash, 90 day Treasury notes for excess working capital, etc.). The Treasurer of the Board of Trustees has been designated to implement the Board's investment policy. The Financial Consultant has been granted authority to:

- Purchase and sell investments
- Have access to investment certificates
- Keep records of investments and investment earnings
- Review and approve investment accounting, bank and broker statement reconciliations, adjustments to the carrying value of investments, and other decisions regarding investments

### ***Authorization of Investment Vehicles***

Annually, the organization's Board of Trustees authorizes use of specific depository and investment banks and brokerage firms. This authorization is documented in the minutes of the applicable board meeting and communicated to the Principal. The Financial Consultant communicates the authorization and a list of those personnel designated as authorized agents for the agency to the appropriate banks and firms. As a part of the annual authorization process, the Board Treasurer in consultation with the Financial Consultant evaluates the organization's prior relationship with banks and brokerage firms to determine suitability for renewal. Such evaluation considers service responsiveness, types of investments offered, quality of investment advice, service and transaction charges, and any other relevant criteria.

### ***Authorization of Investments***

All transactions regarding investments must be properly authorized by the Board Treasurer and properly communicated to the Board of Trustees. Such transactions include:

- Purchases
- Sales
- Movement to and from safekeeping (the physical safeguarding of assets through use of a vault, safe deposit box, or independent custodian)

### ***Investment Purchases***

Investment purchases are made by check or bank transfer after compliance with the following procedures:

- A determination that the purchase transaction is properly authorized in accordance with agency policy
- Preparation of a check requisition or a bank transfer request to accompany the investment purchase/sale authorization form

### ***Investment Sales***

Investment sales are transacted after compliance with the following procedures:

- A determination that the sale transaction is properly authorized



- The sales authorization is sent to the agent handling the sale transaction for investments held on the premises. Authorization to the agent is communicated in writing. If investments are kept off site, authorization to release the document from safekeeping is provided to the custodian. The custodian provides the agency with a receipt documenting the release from safekeeping. The receipt should be filed in the investment files.

### ***Investment Sales Gain or Loss***

The Financial Consultant will calculate the expected gain or loss upon sale or other disposition of an investment, before a decision regarding the sale is finalized. The calculation is updated/finalized subsequent to the sale and documented in the investment file.

### ***Investment Sales Proceeds***

Proceeds from the sale of investments are received either by check or bank transfer, to the attention of the Financial Consultant. A copy of the receipt or deposit ticket is included in the investment file.

### ***Investment Results Reports***

Monthly reports detailing the earnings and activity in all investment accounts are prepared by the Financial Consultant and distributed to appropriate management and board personnel. The summary of all transactions for the month is recorded in the general ledger through the use of a journal entry. Journal entries are reviewed by the Financial Consultant.

### ***Reconciliation of Investment Accounts***

Investment account balances are reconciled with the general ledger balance by the Financial Consultant on a quarterly basis. Such reconciliation is reviewed and approved by the Principal.

### ***Investment Account Balances Agreed to Third Party Statements***

Amounts recorded on the general ledger and supporting schedules are reconciled to third-party statements at least quarterly and preferably monthly, if possible. For those investments held on the agency's premises or at a safe deposit vault, quarterly physical inventories are performed and reconciled to the supporting schedules. The Financial Consultant reviews and initials these reconciliations.



# 6

## PAYROLL

### **Hiring**

Requests for new employees are initiated by the Principal and compared with the approved annual personnel budget. Any new hire will be subject to a full investigation, including a background check, fingerprinting, and references from former employers. Once hired, the Financial Consultant will collect all necessary payroll data and communicate it to the outside payroll service provider. New employees complete an Application for Employment and the IRS W-4 Form and I-9 Form.

If a situation arises where an employee must begin service before fingerprint clearance is obtained, the employee must receive an Emergency Conditional Appointment that has been approved by Pinnacles Prep's Board of Trustees. Under a conditional appointment, the staff person is will be supervised on a regular basis to ensure the safety of students. Employees who have never been fingerprinted for OSPI and the Department of Justice must be fingerprinted at a regional ESD, any police precinct, or another entity arranged or approved by Pinnacles Prep.

### **Salary Determination**

#### ***Incoming Instructional Staff***

Pinnacles Prep has established a set salary formula for all incoming instructional staff positions. **INSERT SALARY DETERMINATION POLICY OR PARAMETERS HERE.** The wages of incoming teachers are approved by the Board's Finance Committee and the Board of Trustees as line items within the budget approval process.

#### ***Incoming Administrators and Non-Instructional Staff***

Incoming administrators and non-instructional staff are paid market competitive wages. Salary is negotiated by the Principal and must be equal to or less than the budgeted salary for the employee in the Pinnacles Prep budget for the relevant fiscal year.

The wages of incoming administrators and staff are approved by the Board's Finance Committee and the Board of Trustees as line items within the budget approval process.

#### ***Returning Instructional Staff, Administrators, and Non-Instructional Staff***

Returning instructional staff, administrators, and non-instructional staff at Pinnacles Prep are paid their previous year's salary plus a discretionary raise set by the Executive Director. The Principal is not required to raise any salary from year to year. In any given year, the average raise for Pinnacles Prep employees may not exceed X%. Salary raises are subject to the review of the Board's Finance Committee and the Board of Trustees within the budget approval process.



The Board of Trustees determines the Principal's salary. Any such decisions will be captured in the Board meeting minutes. Any changes to a staff member's salary will be approved by the Principal in writing or electronically and documented. A copy of this documentation will be maintained in the employee file.

In March of each year, the Principal shall present the Finance Committee of the Board with a Compensation Budget and a report on compensation.

- The Compensation Budget will detail the resources allocated to:
  - o Salaries for incoming teachers
  - o Salaries for incoming administrators and staff
  - o Salary for returning teachers, administrators, and staff
  - o Any other forms of compensation for employees
- The report on compensation will include such information as is necessary to provide the Finance Committee with a fair and complete picture of the resources allocated to compensation at Pinnacles Prep. Helpful information will include the amount by which total compensation at Pinnacles Prep has increased from the previous fiscal year, the names and job descriptions of employees receiving the largest salary increases, and the names and job descriptions of the five highest paid employees.

The Finance Committee may request additional information from the Principal with regard to compensation or require that the Principal make changes to the Compensation Budget and resubmit for the Compensation Committee's review.

The Finance Committee must preapprove the Compensation Budget before it is integrated into the Pinnacles Prep budget and presented to the Board of Trustees.

### **Compensation Accrual**

Total compensation cost will be accrued and expensed over the eleven months of the Pinnacles Prep year. Although each fiscal year starts on July 1 and ends on June 30, not every staff member's service start and end dates will mirror the fiscal year. In order to accurately record these expenses according to GAAP, wages may be accrued. For example, if a teacher works from August 16 through June 30, yet is paid from August 16 through August 15, 1.5 months of wages will be accrued to the prior fiscal year for the period of July 1 to August 15. Wages will be accrued according to the start and end dates of pay in order to recognize expenses in the correct fiscal year.

### **Employees vs. Independent Contractors**

When Pinnacles Prep makes the choice to utilize an independent contractor, it first ensures that the individual does qualify as an independent contractor and should not be categorized as a regular employee. True independent contractors do not have taxes withheld and typically invoice Pinnacles Prep to receive payment. Before Pinnacles Prep engages an independent contractor, it sets up the relationship in such a way as to ensure that the status is in accordance with employment and tax law. Generally, if a worker is being managed closely on a day-to-day basis, they must be paid as an employee and have statutory deductions taken from their paycheck. In analyzing whether or not a worker qualifies as an independent contractor, Pinnacles Prep should review each of the questions below.



**The following questions are designed as a guide to help delineate between employees and contractors:**

- How much control does the employer exercise over the worker?
- Who sets the hours and schedule for the worker?
- How much control does the worker have over the manner in which they go about their work—i.e. does the employer dictate how the job is done or simply expect the job to be finished?
- Does the worker use their own tools or equipment?
- Is the worker located on the employer's premises or do they work out of their own space?
- Is the worker exclusively employed by the employer or free to contract with others to provide the same or a similar service?
- Do the contract terms pay the worker a fixed sum, with the obligation to pay expenses, payroll taxes, and any relevant benefits resting with the worker?
- Does the worker use company letterhead?
- Who pays for the worker's expenses?

### **Utilization of Independent Contractors/Consultants**

Once the determination has been made that a worker is an independent contractor, Pinnacles Prep creates a written contract directly identifying the individual's status as an independent contractor and detailing why the relationship is as such. Part of the contract should enumerate the rights and responsibilities on both sides of the independent contractor agreement. This includes clearly identifying the worker's responsibility to pay estimated tax, self-employment tax, and so on. The utilization of all consultants and contract personnel are sufficiently evidenced by:

- a. Details of all agreements (e.g., work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing the services and details of actual services performed.
- b. Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed.
- c. The use of a management contract for educational and administrative services will clearly identify the contractor's performance requirements, including students' academic achievement, contractor's compensation, and Pinnacles Prep's rights to educational curricula and intellectual property developed (if applicable).

In processing payroll for any independent contractor, a W-9 form must be filled out prior to issuance of the first payment for services provided. In all cases where compensation exceeded the \$600.00, a 1099-Misc will be issued, as required by law.

### **Obtaining Payroll Information**

The Financial Consultant is responsible for the following:

#### ***Establishing a Personnel File for Each Employee***

The personnel file serves as a chronological performance record throughout the employee's tenure with the organization and, as such, is kept secure and confidential. Personnel records are kept for a minimum of ten years. All personnel files must be kept in a locked file cabinet. Access to such personnel files is limited to the Financial Consultant, Director of Operations, and the Principal.



Employee files are the sole property of Pinnacles Prep. No employee can review or access their own personnel file without the written permission of the Principal. The employee will be provided with the opportunity to rebut and respond to any document contained in the personnel file in writing. All materials associated with the rebuttal and response shall stay in the personnel file. Any employee may examine their personnel file in the presence of the Principal or their designee. The employee may take written notes concerning the contents of the personnel file, and may add comments for inclusion in the file. No personnel file is to be copied or removed from the office where it is kept unless expressly permitted in writing by the Principal.

Personnel files for employees will contain the following documents:

| Form                                                                              | Update Timeline     | Month for Update<br>(if applicable) |
|-----------------------------------------------------------------------------------|---------------------|-------------------------------------|
| Offer Letter                                                                      | Annually            |                                     |
| Fingerprint Check                                                                 | No update needed    |                                     |
| Federal Withholding Form W-4                                                      | As needed           |                                     |
| Benefits Enrollment – Medical                                                     | Annually, as needed | August                              |
| Benefits Enrollment – Dental / Vision                                             | As needed           | August                              |
| Benefits Enrollment – Life Insurance                                              | As needed           |                                     |
| Retirement Account Application                                                    | As needed           |                                     |
| Retirement Beneficiary Information                                                | As needed           |                                     |
| Certifications (if applicable)                                                    | As needed           |                                     |
| Resume                                                                            | As needed           |                                     |
| Job description                                                                   | As needed           |                                     |
| Annual Evaluation Documentation                                                   | Annually            |                                     |
| Direct Deposit                                                                    | As needed           |                                     |
| Signed Acknowledgement of Receipt and Reading of Staff Handbook                   | As needed           |                                     |
| Signed Acknowledgement of Receipt and Reading of Pinnacles Prep Technology Policy | As needed           |                                     |

A separate binder in a separate locked location is maintained for I-9s (including copies of Driver's Licenses/State IDs and Social Security Cards or Passports), as required by the U.S. Department of Homeland Security. Each I-9 form is filled out entirely in the same color ink. All information entered on the I-9 is verified by the Principal, who signs off on the form after seeing original copies of all required documentation (copies are only made for the file, and are not acceptable forms of initial verification).



Pinnacles Prep complies with the laws and general principles of employee confidentiality as set forth in the Health Insurance Portability and Accountability Act (HIPAA) with regard to the dissemination of private health information (PHI) of Pinnacles Prep employees. In order to comply with all rules and regulations, including the Americans with Disabilities Act (ADA), Pinnacles Prep will keep all medical records and all other necessary documents separate from the personnel file. Employees should consult with the Director of Operations for further information concerning Pinnacles Prep's privacy practices.

### ***Employee Information***

In order to prepare a payroll, the Financial Consultant obtains and maintains the following information for each employee:

| Information                  | Source of Data                         |
|------------------------------|----------------------------------------|
| Name and Address             | W-4                                    |
| Social Security Number (SSN) | W-4                                    |
| Date of Birth                | I-9                                    |
| Job Title                    | Job Description                        |
| Wage Rate                    | Employee Agreement/Offer of Employment |
| Withholding Status           | W-4                                    |
| Other authorized deductions  | Employer information sheet             |

### ***Analyzing Job Information***

The Fair Labor Standards Act (FLSA) sets employee minimum wage and overtime requirements. Job positions are classified as either exempt or non-exempt from the requirements. These requirements are summarized below and are adhered to by Pinnacles Prep.

| Attribute      | Exempt                                                                                                                                                         | Non-exempt                                                                                                                                                                                                            |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Payment amount | The employer pays an exempt employee a fixed salary for any and all work performed during a workweek. Minimum wage and overtime pay requirements do not apply. | The employer may pay a non-exempt employee using an hourly, salary, commission, or any other method. Total compensation must be at least the minimum wage for all hours plus overtime pay for hours over the maximum. |
| Pay deductions | Generally, deductions for time not worked may not be made from salary.                                                                                         | The employer pays a non-exempt employee only for the hours worked. Therefore, wage deductions may be made for tardiness, full- or partial-day absences, and any time the employee does not work.                      |



**NON-EXEMPT employees** are entitled to overtime pay for all hours worked over 40 hours in a workweek under the Fair Labor Standards Act. Non-exempt employees do not receive compensation for their lunchtime and they may not work during lunchtime.

**EXEMPT employees** are not entitled to overtime pay under the Fair Labor Standards Act.

In addition to the above categories, each employee will belong to one other employment category:

- **REGULAR FULL-TIME employees** are those who are regularly scheduled to work at least 40 hours per week. They receive all mandatory benefits and are generally eligible for all of Pinnacles Prep's discretionary benefits, subject to the terms, conditions and limitations of each benefit program, as in effect from time to time.
- **PART-TIME employees** are those employees who are regularly scheduled to work less than 40 hours per week. They receive all legally mandated benefits but are not generally eligible for Pinnacles Prep's discretionary benefits.
- **TEMPORARY employees** are those that are hired for short-term periods, usually no longer than 6 months. They will receive all legally mandated benefits but are not eligible for Pinnacles Prep's discretionary benefits.

Additionally, employees may be hired as eleven- or twelve-month employees. Eleven-month employees include, but are not limited to teachers and program staff. Twelve-month employees include most administrative employees. This determination is made at the time of hire and is indicated in the employee's hire letter or employment contract, if applicable.

#### ***Withholding Status***

The completed W-4 and IT-2104 forms serve as a basis for employee withholding. If an employee needs to change withholding allowances, the employee must file amended W-4 and IT-2104 forms within 10 days of an event that *increases or decreases* the number of withholding allowances. An employee may amend their W-4 and IT-2104 forms to increase the number of withholding allowances at any time. In addition, employees are required to notify the Financial Consultant of any change in name, family status, address, telephone number, emergency contact or other information concerning personnel data held or used by Pinnacles Prep within two (2) weeks of any change. Any employee who fails to notify the Financial Consultant of any change in the above information within the two-week reporting period may be subject to disciplinary action, including termination of employment.

When W-4 and IT-2104 forms are received, the Pinnacles Prep operations team will comply with the new withholding instructions by the next payroll period. The withholding instructions will usually continue to apply unless and until the employee amends the W-4 and IT-2104 forms.

Although not obligated to evaluate an employee's number of exemptions, Pinnacles Prep has three duties relating to the contents of the W-4 and IT-2104 forms:

1. Disregard invalid W-4 and IT-2104 forms. A form is rendered invalid if the employee changes or adds language to the form.



2. Report excessive allowances. The organization is required to send copies of all W-4 and IT-2104 forms claiming more than 10 withholding allowances along with the organization Form 941 to the IRS.
3. Report full exemptions. The organization is required to send the IRS all claims for full exemptions from withholdings by employees with normal weekly wages of more than \$200.00.

Because of their importance to both the IRS and to employees, Pinnacles Prep retains signed originals of the W-4 and IT-2104 forms (no copies) for four years after the annual employment tax returns are filed.

### **Time Reporting Procedures**

Employees are instructed on the proper charging of time to assure the accuracy of recorded time to cost objectives. At present, Pinnacles Prep does not employ any non-exempt, hourly staff members. In the event that Pinnacles Prep does employ hourly staff, however, the following policies and procedures will be followed.

The Financial Consultant and Director of Operations will keep track of all sick days, personal days, vacation days, professional development days, holidays, bereavement, or any other days that exempt employees are not at work.

All non-exempt employees are responsible for recording the actual time they have worked. Federal and state laws require Pinnacles Prep to keep an accurate record of time worked in order to calculate pay and benefits. Pinnacles Prep complies with applicable federal, state and local wage and hour laws. If an employee suspects that an error in pay has been made, the employee must immediately bring the issue to their supervisor's attention for prompt investigation and any necessary correction will be made. Pinnacles Prep will not tolerate any form of retaliation against an employee who reports a violation, files a complaint, or cooperates in an investigation concerning payment of wages. Violators of this policy will be subject to disciplinary action, up to and including termination of employment.

Time worked is solely the time actually spent on the job performing assigned duties and should not include any time that is spent not working or any time off that is taken during the workday. Non-exempt employees must accurately record the time they begin and end work, the time they begin and end each meal period, and the beginning and ending time of any breaks exceeding 15 minutes. All overtime work must be approved by the supervisor before it is performed. Violators of this policy will be subject to disciplinary action, up to and including termination of employment.

Pinnacles Prep requires non-exempt employees to regularly complete accurate timesheets. These timesheets are due at the end of every pay period and must be timely and accurately provided to the employee's supervisor. Failure to do so may result in disciplinary action, up to and including termination of employment. Labor hours are accurately recorded and any corrections to timekeeping records, including the appropriate authorizations and approvals, are documented. Employees may submit their time through PAYROLL PROVIDER. Completed timesheets must be signed by both the employee and the employee's direct supervisor.



Hours charged on timesheets are reconciled to attendance records by the Financial Consultant or Director of Operations. The Financial Consultant forwards the timesheets to the Principal, who reviews and approves them. Once approved by the Principal, authorized timesheets are collected by the Financial Consultant for processing and communication to the payroll vendor.

Altering, falsifying, or tampering with time records or recording time on another employee's time record will result in disciplinary action, up to and including termination.

Salaried, exempt employees are paid their entire salary for every day in which they perform any work. Deductions from an exempt employee's pre-determined salary or charge against an exempt employee's accrued leave may be taken under one of the following circumstances, unless otherwise prohibited by law:

1. the employee is absent from work for one or more full days for personal reasons (other than sickness or disability);
2. the employee is absent for one or more full days due to sickness or disability and has exhausted their paid leave time under the sick leave policy;
3. the deduction is made to offset any amounts received as payment for jury fees witness fees, or military pay;
4. the employee is on an unpaid disciplinary suspension imposed in good faith for violating published workplace conduct rules (e.g., rules against workplace harassment or safety rules of major significance);
5. it is the employee's first or last week of employment and they are paid a proportionate part of their full salary.

Pinnacles Prep makes a good faith effort to comply with this salary policy. If, however, an employee believes an improper deduction has been taken from their salary, the employee should contact the Financial Consultant. The Financial Consultant will investigate the deduction and provide the employee with their findings. If the Financial Consultant determines that a deduction was improperly made, Pinnacles Prep will reimburse the employee for that deduction.

Overtime pay applies only to non-exempt employees. When operating requirements or other organizational needs cannot be met during regular working hours, employees may be required to work overtime. Whenever possible, employees will be given the opportunity to volunteer for overtime work assignments, and every effort will be made to distribute overtime opportunities as equitably as possible to all employees qualified to perform the required work. Overtime pay is provided to non-exempt employees in accordance with federal and state wage and hour laws that generally require time-and- one-half the employee's regular rate of pay for any hours worked beyond 40 hours in a workweek. Overtime pay is based on actual hours worked.

Time off for no-fault days, leaves of absence, and unpaid lunch hours will not be considered hours worked for purposes of calculating overtime pay. All overtime work must have the supervisor's prior authorization. Employees who work overtime without prior authorization will be subject to disciplinary action, up to and including termination of employment.

## **Processing Payroll**

The Financial Consultant will first develop an Excel spreadsheet containing Pinnacles Prep's entire payroll. The contents of this spreadsheet must be approved by the Principal. After the



Principal's approval has been obtained, the data from the spreadsheet is input into the PAYROLL PROVIDER system, creating an official Payroll Register Preview. The PAYROLL PROVIDER Payroll Register Preview is again approved by the Principal. Once approved, the PAYROLL PROVIDER Payroll Register Preview as well as the original Excel spreadsheet are filed in the Payroll binder.

Pinnacles Prep uses an outside service, PAYROLL PROVIDER, to process its payroll. Please note, in processing payroll for any independent contractor, a W-9 form must be filled out prior to issuance of the first payment for services provided.

Payroll Processing is comprised of the following:

| Responsibility                               | Performed by         |
|----------------------------------------------|----------------------|
| Obtaining/Processing Payroll Information     | Financial Consultant |
| Computing Wages                              |                      |
| Performing Pay Period Activities             |                      |
| Preparing various annual payroll tax returns |                      |
| Preparing 1099's*                            | Financial Consultant |

\*for independent contractors, LLPs, and LLCs only

Pay periods are semi-monthly in length. Both salaried and hourly employees are paid on the same schedule. Employees will be paid on the 15th and 30th of each month. In the event that the 15th or 30th of the month falls on the weekend, the pay date will be the next nearest business day. In February, pay will be distributed on the 28th, or the next business day.

All employees are paid on a 12-month schedule, regardless of whether they are 12-month employees or 11-month employees. A pay schedule will be circulated during staff pre-service for the Pinnacles Prep year.

Once payroll documents are received from the payroll vendor (e.g., calculations, payrolls and payroll summaries), they are compared with timesheets, pay rates, payroll deductions, compensated absences, etc. by the Financial Consultant. The Financial Consultant verifies gross pay and payroll deductions and compares the total hours and number of employees with the totals in the Payroll Register. The Payroll Register is reviewed and approved by the Financial Consultant, who then forwards the payroll checks and the Payroll Register to the Principal for signature. Once signed, payroll payments by check, direct deposit or cash are distributed to employees by the Office Manager, and the Payroll Register is filed.

The Financial Consultant controls and monitors all undelivered and uncashed payroll checks.

If an employee is given a paper paycheck and loses that check, they must submit a written request for a new check to be issued to the Principal. The request must indicate the date on the check, the pay period it covered, and the amount. The employee must also certify that they believe the check to be lost and that if the employee finds the check, they will return it to the



Financial Consultant. A new paycheck will be issued to the employee as soon as practicable after the request is submitted.

### ***Payroll Tax Compliance***

The payroll vendor is responsible for the preparation of the periodic payroll tax filings.

The Financial Consultant is responsible for reviewing and approving all payroll tax documents and supporting schedules for accuracy and completeness.

Pinnacles Prep maintains a schedule of required filing due dates for:

- a. IRS Form W-2 - Wage and Tax Statement.
- b. IRS Form W-3 - Transmittal of Income and Tax Statements.
- c. IRS Form 940 - Employer's Federal Unemployment (FUTA) Tax Return.
- d. IRS Form 941 - Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.
- e. IRS Form 1099 MISC (also 1099-DIV, 1099-INT, 1099-OID) - U.S. Annual Information Return for Recipients of Miscellaneous Income.
- f. Quarterly and annual state(s) unemployment tax return(s).
- g. WA State and Office of the Superintendent of Public Instruction forms as required

## **Periodic Payroll Reconciliations**

### ***Reconciling Employee Payroll Deductions***

On a monthly basis, the Financial Consultant reconciles deductions made from employees to the payments made to insurers, benefit plan providers, and other payees.

### ***Quarterly Reconciliation of Payroll to Accounting Records***

The Payroll Register, the Payroll Register Preview, time sheets for additional work by staff members, and expense reimbursements (if any) are filed in Quarterly Payroll binders, according to each pay date by fiscal year. On a quarterly basis, the Financial Consultant performs a reconciliation of all salary accounts in the general ledger, as compared to the salary reported by the payroll processing company on the Form 941 and/or other Quarterly Payroll Return. Any variances are researched and cleared within the month following quarter end.

### ***Annual Reconciliation of Payroll to Accounting Records***

On an annual calendar basis, the Financial Consultant performs a reconciliation of the following:

- Gross salaries per all Forms 941
- Gross salaries per W-2 forms
- Gross salaries per General Ledger
- Variances are researched and cleared by January 31 of the following year

## **Protecting Payroll Information**

Salary information constitutes sensitive information. It is the responsibility of the Financial Consultant to ensure that all payroll information is kept secure and confidential. The security of personnel files is described above. In addition, the Financial Consultant will maintain in a locked cabinet the payroll registers that are delivered with pay stubs as well as the vouchers and live checks for those that are not enrolled in the direct deposit program.



## **Changes to Payroll Information**

Changes to personnel data are initiated with a Personnel Action form. This is used when making any changes that affect payroll—new hires, terminations, pay rate changes, or payroll deductions. The Principal authorizes any change to payroll data. The payroll vendor processes authorized changes to the payroll data and a copy of the Personnel Action Form is retained in the employee's personnel file.

## **Terminations and Resignations**

The Financial Consultant ensures that any departing employee, whether terminated or resigned, is removed from the payroll immediately after their last payment is made.

Whether an employee has elected to resign or is being terminated, a Personnel Action form must be completed. An exit interview is held between the departing employee, Principal, and one witness, usually a member of the Pinnacles Prep leadership team. In the case of employee termination, a copy of the termination letter is presented to the departing employee at the exit interview. In the case of a resignation, this interview is used to document the departing employee's reasons for resignation. This information is critical when assessing staff turnover data.

Upon termination or effective resignation date, all employee belongings are removed immediately, and all employer belongings are returned immediately. The Personnel Action form is filed in the employee's personnel file.

Pinnacles Prep will pay employees who give proper notice through their last day of employment, unless they are on a leave of absence. Employees will not receive pay for any accrued but unused sick or personal leave (see section below). Employees will receive their final pay according to the normal payroll processing cycle, or in accordance with applicable wage laws.

In the event that a key staff member in finance or operations is incapacitated or terminated, Pinnacles Prep will hire a financial consultant to fill in until a permanent replacement is hired. When a replacement is identified, the financial consultant will professionally train the new hire to ensure a sound transition. In addition, Pinnacles Prep will continue to develop written desktop procedures for each of these key finance and operations staff positions so that they are not completely reliant on outside consultants.

## **Sick Leave and Personal Leave**

### ***Sick Leave***

Employees are entitled to five (5) paid sick leave days per Pinnacles Prep year. Unless otherwise provided for or as approved by the Director of Operations, sick leave is to be used by regular full-time employees in accordance with the following provisions:

- Sick leave is to be used only in the event of illness of the employee, the employee's immediate family, or someone dependent on them for care, and for no other purpose.
- Misuse of sick leave is cause for termination of employment.
- For the purposes of this section, "immediate family" is defined as a spouse, partner, parent, child, sibling, grandparent, any other relative permanently residing with the employee, or any other person as defined by the Executive



Director or the Director of Operations.

Notice of absence from work due to illness should be provided to the Director of Operations and the Principal with as much advance notice as possible, and by 6:00 a.m. on the day of the absence, allowing reasonably enough time for the Director of Operations to find a substitute teacher, in the instance of instructional employees, or temporary help, in the instance of administrative staff.

Employees must provide notice of absence from work due to illness each day of their absence. If an employee is absent for three (3) or more consecutive days due to illness or injury, a physician's statement must be provided verifying the illness and its beginning and end dates. When possible, such as in the event of foreseeable extended illnesses and planned medical procedures, advance notice of the use of sick leave should be given to the employee's supervisor at least five (5) days in advance.

Excessive tardiness, absenteeism, or an unauthorized absence may result in disciplinary action, up to and including termination of employment.

Notice of total sick leave used should be provided to the Director of Operations upon an employee's return to work. Sick leave shall be used in increments of one-half workday.

Unused sick leave benefits cannot be carried forward to the next calendar year. Unused sick leave days will not be paid to employees upon termination of employment.

### ***Personal Leave***

Unless otherwise provided for or as approved by the Principal or the Director of Operations, personal leave for regular full-time employees shall be accrued as follows:

- Each employee is granted three (3) paid personal leave days per Pinnacles Prep year beginning August 1 to be available for use over the following twelve (12) months.
- Employees hired after August 1 in any given year are granted a pro rata portion of the three (3) personal leave days for that twelve (12) month period immediately upon the first day of employment, rounded up to the next highest half-day increment.
- At the end of the year, unused personal leave days will roll over from one year to the next year. At no point, however, may an employee have more than five (5) total accrued personal leave days. At the end of the year, any unused personal leave days in excess of those five (5) allowed days will be forfeited.

Unused personal leave days will not be paid to employees upon termination of employment.



# 7

## PROPERTY AND EQUIPMENT

### Background

The Director of Operations and the Principal are responsible for ensuring that accurate inventories are maintained so that all assets are safeguarded.

The Pinnacles Prep Director of Operations is responsible for maintaining the equipment and all necessary asset inventories. All assets must be recorded both in the accounting system's general ledger under the fixed asset category and in a separate fixed asset inventory spreadsheet, created in Excel. All property and equipment subject to Pinnacles Prep's Capitalization Policy must be tagged in the manner described below and depreciated according to Pinnacles Prep's Depreciation Policy.

Upon receiving any property that qualifies as a fixed asset, the Director of Operations is responsible for recording the following into the fixed asset inventory spreadsheet:

- Inventory number as designated by Pinnacles Prep (use sequential numbers, no lettering)
- Asset name and description
- Classification (i.e. land, building, equipment, betterment, leasehold improvements, furniture, computer hardware and software)
- Serial number, model number, or other identification
- Whether title vests with Pinnacles Prep or a governmental agency
- Vendor name and acquisition date
- Location of the equipment
- Purchase Date
- Purchase Value
- Disposal Date
- Disposal Reason

In addition, the following data must be entered in the accounting system's general ledger under the fixed asset category:

- Asset name
- Inventory number
- Current Value

Each item is also physically tagged in a visible area on the item and with the following information:

- Inventory number
- Indication whether the item is property of Pinnacles Prep



All government-furnished property and equipment is also recorded and tagged, with identification information indicating it has been acquired through a government contract. For example, when assets are purchased using funds from the Department of Youth and Community Development (DYCD), that item is tracked and physically tagged as property of DYCD. Because DYCD owns the item, it is recognized as an expense (not an asset) on the balance sheet. In the event of charter revocation, the item is returned as property of DYCD.

No employee may use any of Pinnacles Prep property, equipment, material or supplies for personal use without the prior approval of the Principal.

No item of property or equipment shall be removed from the premises without prior approval Principal.

All lease agreements on real property will be evidenced by a lease or sublease agreement approved by the Board of Trustees and signed by the Principal. The agreement will identify all the terms and conditions of the lease. Any real estate agreement to rent or sell will require a beneficial interest disclosure.

### **Capitalization Policy**

The cost threshold for items purchased by Pinnacles Prep to capitalize is \$5,000.00. This allows items over this cost threshold to carry value over time, and not simply be expensed in year one. Items with an acquisition cost of less than \$5,000.00 or a useful life of less than one year are expensed in the year purchased. Items with an acquisition cost of more than \$5,000.00 are subject to Pinnacles Prep's depreciation policy, outlined below.

In instances where a large quantity of one single item is purchased, if the total value exceeds the \$5,000.00 threshold, the items may be capitalized. For example, if a Pinnacles Prep buys 100 desks at \$250.00 per desk, each single item would not meet the threshold. Together, however, these 100 desks have a combined value of \$25,000.00, which should be capitalized over a 7-year period, as outlined in the Depreciation Policy table below.

The Director of Operations performs annual inventory audits, verifying and updating the data contained in the Excel fixed asset inventory spreadsheet. Once complete, this inventory is compared to the fixed assets listed in the general ledger to ensure the value of the assets per the accounting system matches the value of the assets per the spreadsheet. Differences are investigated and reconciled by the Director of Operations.

### **Depreciation Policy**

Any items subject to the Capitalization Policy described above are subject to depreciation. The Director of Operations will account for depreciation based on Pinnacles Prep's inventories. Depreciation associated with the fixed assets will be calculated based on its useful life and straight-line depreciation method. Depreciation is based on the month the item was actually purchased. For instance, if Pinnacles Prep purchased a computer in July, it would be depreciated for a full fiscal year (12 months out of 12), and recorded as such. But if Pinnacles Prep purchased the computer in April, then it would be depreciated for just one-fourth of the fiscal year (3 months out of 12) because it would only be in service for April, May, and June.



Any item that is damaged beyond use will be taken out of service and fully depreciated off the accounting records.

| Depreciation Policy        |                                                |
|----------------------------|------------------------------------------------|
| Computers                  | 4 years                                        |
| Office/Classroom Equipment | 5 years                                        |
| Office/Classroom Furniture | 7 years                                        |
| Leasehold improvements     | Life of lease or 5 years, whichever is greater |
| Musical Instruments        | 3 years                                        |
| Software                   | 3 years                                        |

### **Disposal of Property and Equipment Policy**

Pinnacles Prep has adopted standard disposition procedures for staff to follow. The requester fills out and signs the Asset Disposal Form, which identifies the asset and the reason for disposition. This form is submitted to the Director of Operations, who takes photos of the asset, determines the asset's book value and documents the condition of the asset. Disposal of any asset requires the approval of both the Director of Operations and the Principal.

Once approved for disposal, the dollar value of the disposed asset is recorded as a reduction in the general ledger. The disposed asset is also removed from the Excel fixed asset inventory spreadsheet. The treatment of any proceeds from the disposition, and the recognition of any gain or loss on sale of the disposed asset, is also recorded in the general ledger by the Director of Operations.



# 8

## RECORDS RETENTION

### Records Retention Policy

All confidential paper records shall be maintained in locked facilities on Pinnacles Prep premises.

In the event of a major system malfunction, all financial records would be safely maintained in third party internet space via the real-time SOFTWARE PROVIDER backup system. In the event of any other major system malfunction, any transactions since the last available backup would be re-recorded based on the cash disbursement records and cash receipts records.

Pinnacles Prep has an established Disaster Recovery Policy. Please reference the Pinnacles Prep Safety Plan for details.

The following table provides the minimum requirements for records retention, as mandated by the Washington State statute RCW 40.14.070. CONFIRM LIST BELOW WITH BACK-OFFICE PROVIDER

| Item                                                                                                          | Retention Period |
|---------------------------------------------------------------------------------------------------------------|------------------|
| Bank Statements & Reconciliations                                                                             | 7 Years          |
| Cancelled Checks - (Important Payments - purchases of property, tax payments, large or significant contracts) | Permanent        |
| Cancelled Checks - (Ordinary)                                                                                 | 7 Years          |
| Cash Books                                                                                                    | Permanent        |
| Cash Receipts and Disbursements                                                                               | 7 Years          |
| Construction Documents                                                                                        | Permanent        |
| Contracts and Leases (Current)                                                                                | Permanent        |
| Contracts and Leases (Expired)                                                                                | 7 Years          |
| Corporate - Articles of Incorporation & By Laws                                                               | Permanent        |
| Corporate - Certificate of Incorporation and Related Legal or Government Documents                            | Permanent        |
| Corporate - Minutes of Board & Committee Meetings, etc.                                                       | Permanent        |
| Correspondence (General)                                                                                      | 3 Years          |



|                                                         |           |
|---------------------------------------------------------|-----------|
| Correspondence (Legal / Important)                      | Permanent |
| Duplicate Bank Deposit Slips                            | 3 Years   |
| Email                                                   | 5 Years   |
| Employee Assignments and Garnishments                   | 7 Years   |
| Employee Benefit Plan Documents                         | 7 Years   |
| Employee Payroll Records                                | 7 Years   |
| Employee Payroll Reports (Federal, State or City Gov't) | 7 Years   |
| Employee Personnel Records (After Termination)          | 7 Years   |
| Employee Personnel Records (Current)                    | Permanent |
| Employee Retirement & Pension Records                   | Permanent |
| Employee Timesheets                                     | 7 Years   |
| Employee Workman's Compensation Documents               | 11 Years  |
| Employment Applications (Current Employees)             | Permanent |
| Employment Applications (Other)                         | 1 Year    |
| Finance - Accounts Payable Ledgers and Schedules        | 7 Years   |
| Finance - Accounts Receivable Ledgers and Schedules     | 7 Years   |
| Finance - Audit Reports of Independent Accountants      | Permanent |
| Finance - Chart of Accounts                             | Permanent |
| Finance - Depreciation Schedules                        | Permanent |
| Finance - Expense Analyses & Distribution Schedules     | 7 Years   |
| Finance - Financial Statements (Inc. Trial Balances)    | Permanent |
| Finance - Fixed Asset Records & Appraisals              | Permanent |
| Finance - General Ledgers                               | Permanent |
| Finance - Subsidiary Ledgers                            | Permanent |
| Finance - Tax Return Worksheets                         | 7 Years   |
| Finance - Tax Returns                                   | Permanent |
| Finance - Uncollectible Accounts & Write-offs           | 7 Years   |
| Finance - W-2 / W-4 / 1099 Forms, etc.                  | 7 Years   |
| Corporate - Minutes of Board & Committee Meetings, etc. | Permanent |
| Correspondence (General)                                | 3 Years   |
| Correspondence (Legal / Important)                      | Permanent |
| Duplicate Bank Deposit Slips                            | 3 Years   |



|                                                         |           |
|---------------------------------------------------------|-----------|
| Email                                                   | 5 Years   |
| Employee Assignments and Garnishments                   | 7 Years   |
| Employee Benefit Plan Documents                         | 7 Years   |
| Employee Payroll Records                                | 7 Years   |
| Employee Payroll Reports (Federal, State or City Gov't) | 7 Years   |
| Employee Personnel Records (After Termination)          | 7 Years   |
| Employee Personnel Records (Current)                    | Permanent |
| Employee Retirement & Pension Records                   | Permanent |
| Employee Timesheets                                     | 7 Years   |
| Employee Workman's Compensation Documents               | 11 years  |
| Employment Applications (Current Employees)             | Permanent |
| Employment Applications (Other)                         | 1 Year    |
| Finance - Accounts Payable Ledgers and Schedules        | 7 Years   |
| Finance - Accounts Receivable Ledgers and Schedules     | 7 Years   |
| Finance - Audit Reports of Independent Accountants      | Permanent |
| Finance - Chart of Accounts                             | Permanent |
| Finance - Depreciation Schedules                        | Permanent |
| Finance - Expense Analyses & Distribution Schedules     | 7 Years   |
| Finance - Financial Statements (Inc. Trial Balances)    | Permanent |
| Finance - Fixed Asset Records & Appraisals              | Permanent |
| Finance - General Ledgers                               | Permanent |
| Finance - Subsidiary Ledgers                            | Permanent |
| Finance - Tax Return Worksheets                         | 7 Years   |
| Finance - Tax Returns                                   | Permanent |
| Finance - Uncollectible Accounts & Write-offs           | 7 Years   |
| Finance - W-2 / W-4 / 1099 Forms, etc.                  | 7 Years   |
| Grant Inquiries                                         | 7 Years   |
| Insurance - Accident Reports and Claims (Current Cases) | Permanent |
| Insurance - Accident Reports and Claims (Settled Cases) | Permanent |
| Insurance - Policies (Current)                          | Permanent |
| Insurance - Policies (Expired)                          | Permanent |
| Inventories                                             | 7 Years   |



|                                                     |           |
|-----------------------------------------------------|-----------|
| Invoices from Vendors                               | 7 Years   |
| Invoices to Customers                               | 7 Years   |
| Notes Receivable Ledgers                            | 7 Years   |
| Paid Bills & Vouchers                               | 7 Years   |
| Patents & Related Papers                            | Permanent |
| Physical Inventory Tags                             | 7 Years   |
| Property Appraisals                                 | Permanent |
| Property Documents - Deeds, Mortgages, etc.         | Permanent |
| Stock and Bond Certificates (Cancelled)             | 7 Years   |
| Stock and Bond Records                              | Permanent |
| Vendor Payment Request Forms & Supporting Documents | 7 Years   |
| Voucher Registers & Schedules                       | 7 Years   |

Originals of the following corporate documents are maintained on-site and the Financial Consultant verifies their presence on a periodic basis:

- a. Charter and all related amendments
- b. Minutes of the Board of Trustees and subcommittees
- c. Banking agreements
- d. Leases
- e. Insurance policies
- f. Vendor invoices
- g. Grant and contract agreements
- h. Fixed asset inventory list

### **Records Access Policy**

The Financial Consultant will provide access to the organization's records and provide supporting records, as requested by government auditors to facilitate the completion of such audits or reviews, in a timely manner.

### **Records Destruction Policy**

The destruction of confidential Pinnacles Prep records will be authorized by the Executive Director. Should the Principal be unable to provide authorization, destruction will be stayed pending review and final determination.

If any litigation, claim, or audit is started before the expiration of the designated retention period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved and final action taken.

Once Pinnacles Prep records have reached the conclusion of their retention period according to the Records Retention Policy the office of origin will request authorization from the Principal for their destruction.



Pinnacles Prep will arrange for the safe and secure destruction of confidential records. Destruction methods will not permit recovery, reconstruction and/or future use of confidential information. An overview of these methods follows.

Paper records containing confidential information should be shredded and/or pulped, not simply thrown out with other classes of records or with miscellaneous trash.

Electronic or machine-readable records containing confidential information require a two-step process for assured, confidential destruction. Deletion of the contents of digital files and emptying of the desktop "trash" or "waste basket" is the first step. It must be kept in mind, however, that reconstruction and restoration of "deleted" files are quite possible in the hands of computer specialists. With regard to records stored on a "hard drive," it is recommended that commercially available software applications be utilized to remove all data from the storage device. When properly applied, these tools prevent the reconstruction of any data formerly stored on the hard drive. With regard to floppy disks and back-up tapes, it is recommended that these storage devices be physically destroyed.

A destruction record exists to track the destruction of any and all documents. This inventory describes and documents those records, in all formats, authorized for destruction, as well as the date, agent, and method of destruction. The destruction record itself shall not contain confidential information. The destruction record may be retained in paper, electronic, or other formats.



# 9

## SUMMARY OF ACCOUNT STRUCTURE

### **Assets**

#### ***Types of Equity***

In non-profit organizations, assets must be classified by nature and segregated between:

1. Unrestricted Net Assets
2. Temporarily Restricted Net Assets
3. Permanently Restricted Net Assets

Pinnacles Prep's assets are classified as unrestricted, temporarily restricted, or permanently restricted.

#### ***Cash and Cash Equivalents***

All cash and cash equivalents of Pinnacles Prep consist of cash in Pinnacles Prep's bank account(s).

#### ***Grants Receivable***

Grants receivable include money that Pinnacles Prep expects to receive from government or private sources. Donation letters or pledges are also considered grants receivable.

#### ***Property and Equipment***

Property and equipment includes the assets used by Pinnacles Prep for activities and programs that have an estimated useful life longer than one year. For Pinnacles Prep, fixed assets primarily consist of musical instruments, classroom equipment, furniture, computers, and computer software.

Purchased property and equipment is recorded at cost. Donated property and equipment are recorded at fair market value at the date of donation. Acquisition costs include all costs necessary to bring the asset to its location in working condition, including:

- Sales tax, if any
- Freight
- Installation costs
- Direct and indirect costs, including interest, incurred in construction



## **Liabilities**

### ***Accounts Payable***

Accounts payable include costs and expenses that are billed through a vendor invoice, and are recorded at the invoice amount. Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

### ***Capital Lease Obligation***

Pinnacles Prep may lease office equipment under a capital lease. In such cases, payments of both principal and interest will be made monthly.

### ***Accrued Liabilities***

Salaries, wages earned, and payroll taxes, along with professional fees, rent, and insurance costs incurred but unpaid, are reflected as a liability when entitlement to payment occurs.

### ***Debt***

When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year and is recorded on the balance sheet as a long-term liability. All short-term and long-term debt is approved by the Board of Trustees and may not exceed the duration of the charter, without consent of the Board of Education. Loan agreements approved by the Board of Trustees should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

Per the Statement of Assurances signed in Pinnacles Prep's charter application, to the extent it issues secured and unsecured debt, including pledging, assigning, or encumbering its assets to be used as collateral for loans or extensions of credit to manage cash flow, improve operations, or finance the acquisition of real property or equipment, Pinnacles Prep shall not pledge, assign, or encumber any public funds, such as student enrollment reporting money or local levy money, received or to be received pursuant to RCW 28A.710.220.

Furthermore, Pinnacles Prep shall ensure that no debt incurred by Pinnacles Prep is a general, special, or moral obligation of the state or any other political subdivision or agency of the state.

Finally, Pinnacles Prep shall not pledge either the full faith and credit or the taxing power of the state or any political subdivision or agency of the state for the payment of the debt.

## **Revenue**

### ***Private Contributions***

Pinnacles Prep receives contributions from individuals, foundations, and corporations in the following forms:



1. ***Unrestricted Contributions:*** No donor-imposed restrictions.
2. ***Temporarily Restricted Contributions:*** Donor-imposed restrictions such as passage of time, or specific use.
3. ***Permanently Restricted Contributions:*** Donor has placed permanent restrictions on the timing of use of funds, purpose of use of funds and/or the use of earnings and appreciation.

Upon receipt of donation, donations are classified as unrestricted, temporarily restricted or permanently restricted.

For further information on the processing of donations, please see chapter 2.

## **Expenses**

### ***Types of Expenses***

Expenses are classified by functional classification and are matched with any donor-imposed restrictions.

#### **Functional Classifications:**

- a. ***Program Service Expense:*** the direct and indirect costs related to providing education and other services consistent with Pinnacles Prep's mission.
- b. ***Management & General Expenses:*** expenses for other activities related to the purpose for which the organization exists. These relate to the overall direction of the organization and include expenses for the activities of the governing board, business management, general record keeping, and budgeting.
- c. ***Fundraising Expenses:*** costs of all activities that constitute appeal for financial support and include costs of personnel, professional consultants, rent, printing, postage, telephone, etc.

The cost of providing the various programs and other activities of Pinnacles Prep will be summarized on a functional basis as part of Pinnacles Prep's annual budget process. Accordingly, certain costs will be allocated among the following categories: general education program, special education program, management and general, and fundraising. Allocations are amended as necessary and the rationale documented. The Principal, Director of Operations and Financial Consultant are involved in this process.



## FRAUD AND MISAPPROPRIATION

Pinnacles Prep will not tolerate any fraud or suspected fraud involving employees, officers or trustees, as well as members, vendors, consultants, contractors, funding sources and/or any other parties with a business relationship with Pinnacles Prep. Any investigative activity required will be conducted without regard to the suspected wrongdoer's length of service, position/title, or relationship with Pinnacles Prep.

The Principal and Board of Trustees are responsible for the detection and prevention of fraud, misappropriations, and other irregularities. Fraud is defined as the intentional, false representation, or concealment of a material fact for the purpose of inducing another to act upon it to their injury. The Principal and each board member will be familiar with the types of improprieties that might occur within their areas of responsibility, and be alert for any indication of irregularity.

Any fraud that is detected or suspected must be reported immediately to the Board of Trustees and they will take the necessary actions.

### ***Actions Constituting Fraud***

The terms fraud, defalcation, misappropriation, and other fiscal irregularities refer to, but are not limited to:

- Any dishonest or fraudulent act
- Forgery or alteration of any document or account belonging to Pinnacles Prep
- Forgery or alteration of a check, bank draft, or any other financial document
- Misappropriation of funds, supplies, equipment, or other assets of Pinnacles Prep
- Impropriety in the handling or reporting of money or financial transactions
- Disclosing confidential and proprietary information to outside parties
- Accepting or seeking anything of material value from contractors, vendors, or persons providing goods or services Pinnacles Prep
- Destruction, removal or inappropriate use of records, furniture, fixtures, and equipment
- Any similar or related irregularity

### ***Investigation Responsibilities***

The Board Chairperson has the primary responsibility for the investigation of all suspected fraudulent acts as defined in the policy. The Board of Trustees may utilize whatever internal and/or external resources it considers necessary in conducting an investigation. If



an investigation substantiates that fraudulent activities have occurred, the Board of Trustees will issue reports to appropriate designated personnel.

Decisions to prosecute or refer the examination results to the appropriate law enforcement and/or regulatory agencies for independent investigation will be made in conjunction with legal counsel and senior management, as will final dispositions of the case.

### ***Confidentiality***

The Board of Trustees will treat all information received confidentially. Any employee who suspects dishonest or fraudulent activity will notify the Board Chair immediately, and should not attempt to personally conduct investigations or interviews/interrogations related to any suspected fraudulent act.

Investigation results will not be disclosed or discussed with anyone other than those who have a legitimate need to know. This is important in order to avoid damaging the reputations of persons suspected but subsequently found innocent of wrongful conduct and to protect Pinnacles Prep from potential civil liability.

### ***Authority for Investigation of Suspected Fraud***

Members of the Board of Trustees will have:

1. Free and unrestricted access to all Pinnacles Prep's records and premises; and
2. The authority to examine, copy, and/or remove all or any portion of the contents of files, desks, cabinets, and other storage facilities on the premises without prior knowledge or consent of any individual who may use or have custody of any such items or facilities when it is within the scope of their investigations.

### ***Reporting Procedures***

An employee who discovers or suspects fraudulent activity will contact the Chairperson of the Board of Trustees immediately. The employee or other complainant may remain anonymous. All inquiries concerning the activity under investigation from the suspected individual(s), their attorney or representative(s), or any other inquirer should be directed to the Finance Committee or legal counsel. No information concerning the status of an investigation will be given out. The proper response to any inquiry is, "I am not a liberty to discuss this matter." Under no circumstances should any reference be made to "the allegation," "the crime," "the fraud," "the forgery," "the misappropriation," or any other specific reference.

The reporting individual should be informed of the following:

1. Do not contact the suspected individual in an effort to determine facts or demand restitution.
2. Do not discuss the case, facts, suspicions, or allegations with anyone unless specifically asked to do so by the appointed legal counsel or the Board of Trustees.



## WHISTLEBLOWER POLICY

Pinnacles Prep requires employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. Employees and representatives of Pinnacles Prep are expected to practice honesty and integrity in fulfilling their responsibilities and are expected to comply with all applicable laws and regulations.

It is the responsibility of all employees to report violations of ethics or conduct or suspected violations in accordance with this Whistleblower Policy.

No employee who in good faith reports a violation shall suffer harassment, retaliation, or adverse employment consequence. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within Pinnacles Prep prior to seeking resolution outside Pinnacles Prep.

Anyone filing a complaint concerning a violation or suspected violation must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

The Principal will notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days. All reports will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.





# PINNACLES PREP

## PINNACLES PREP

### Section 27: Attachment 31

#### Contents:

- Charter School Program Grant (CSP) Document
- Letter of funding support from the Washington State Charter Schools Association





# Washington State Charter Schools Association Charter Schools Program Grant

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## BACKGROUND

In September 2019, the Washington State Charter Schools Association (WA Charters) was awarded nearly \$20M through the federal Charter Schools Program (CSP) Grant. Ninety percent of these funds will be distributed through sub-grants to Washington state charter schools. These sub-grants will provide direct funding to open new and expand existing high-quality charter schools. In addition, remaining funds will be used to provide resources to support the overall quality and growth of the Washington charter sector and administration of the grant.

Six, five-year planning and implementation grants providing up to \$1.5M each will be awarded; including up to \$200,000 in planning year funding and up to \$1,300,000 in implementation funds over four years.

## WHO IS ELIGIBLE FOR THE GRANT?

To be eligible to apply for the five-year planning and implementation sub-grant, a school must have an approved charter for a new school by a Washington state authorizer.

## THE SUB-GRANT APPLICATION PROCESS AND TIMELINE

Once authorized, schools will submit portions of their charter application as well as separate CSP sub-grant specific application elements via an online portal. Once the application window closes, an impartial, independent team of evaluators will review the sub-grant applications and make recommendations for awards.

The sub-grant application window will be from July 1 through August 1, 2020. Awards will be made by late August and for those receiving the grant, reimbursements may begin starting October 1.

CSP sub-grants are awarded on a competitive basis. There is no guarantee that submitting a proposal will result in funding, or funding at the requested level. Sub-grants are subject to an annual renewal process.

## WHAT ARE ALLOWABLE EXPENDITURES UNDER THE GRANT?

### Allowable expenses include:

- Preparing teachers, school leaders and instructional support personnel through professional development
- Hiring and compensating teachers, school leaders, and instructional support staff during the planning year
- Acquiring supplies, training, equipment, and educational materials
- Carrying out necessary renovations to ensure that a new school building complies with building regulations and minor facilities repairs (excluding construction)
- One-time transportation start-up costs
- Community engagement activities, including paying cost of student/staff recruitment and informing the community about the school





## Washington State Charter Schools Association

506 2<sup>nd</sup> Ave, Suite 630 | Seattle, WA 98104

206.424.2780 | [info@wacharters.org](mailto:info@wacharters.org)

January 30, 2020

Ms. Cindi Williams, Chairperson  
Washington State Charter School Commission  
P.O. Box 40996  
Olympia, WA 98504-0996

Dear Chair Williams and Members of the Commission:

The Washington State Charter Schools Association (WA Charters) is an advocacy and professional membership organization that is working determinedly to grow a high-quality charter public school sector across the state of Washington. Through strategic sector-wide communications, advocacy, and school incubation and support, we advocate for and support high-quality charter public schools that meet the needs of systemically underserved students. Through our School Leadership and Design Fellowship (SLDF), WA Charters partners with talented leaders and community-based organizations to design charter public schools that are responsive to the communities in which they locate.

To demonstrate our commitment to supporting the launch of successful schools in communities across the state, WA Charters has created a competitive grant program to support the startup of new independent charter public schools. Since its inception in 2014, this grant program has funded 14 different independent startup charter public school models through both Planning and Implementation Grants. These initial grants totaled approximately \$19.8 million and will have created more than 5,000 high-quality charter school seats once schools reach full enrollment. Each independent charter public school that is authorized to operate in Washington state is eligible to apply for this funding, and to date, each one has received WA Charters Planning and Implementation commitments totaling up to \$600,000. Additionally, WA Charters makes available up to \$84,000 to support new, standalone schools in growing their financial capacity and establishing a strong back office in their early years.

In addition to grant funds, the Pinnacles Prep leadership team, if authorized, will continue to receive intensive academic, organizational, and financial support from WA Charters over the course of their startup year (July 2020 – June 2021) to prepare for a successful school opening. Supports include participation in WA Charters' Strong Start Program, in which they will attend monthly retreats, get personalized coaching, and will receive a Planning Grant to hire additional staff, continue the development of their academic model, and fund other startup-related costs.

Support will focus on best practices in many specific areas: state and federal compliance and reporting, meeting authorizer pre-opening conditions, instructional leadership, school-based operations, data and assessment systems, board governance, human capital management, community engagement, serving special populations of students (e.g. those with disabilities and English Language Learners), facilities, budgeting, and school finance. WA Charters partners with local and national experts to deliver trainings, including, but not limited to: Washington Charter School Development, Joule Growth Partners, the Office of the Superintendent for Public Instruction, and Seneca Family of Agencies. Once launched and serving students, Pinnacles Prep will be eligible for WA Charters' Implementation Grant and Back Office Support Grant.

Because of our deep belief in their capacity to deliver on a rigorous, high-quality school, WA Charters is committed to continuing to support and invest in Jill Fineis, Rick Wray, Sara Rolfs, and other members of their design team and board of directors throughout the start-up phase and beyond to launch Pinnacles Prep.

Respectfully yours,

[Redacted signature block]

Patrick D'Amelio  
CEO, WA Charters





# PINNACLES PREP

**PINNACLES PREP**

**Section 27: Attachment 32**

Contents:

- Development Plan



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# PINNACLES PREP DEVELOPMENT PLAN

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## 1: CONTEXT + GOALS

**School:** Pinnacles Prep

**Region:** Wenatchee, WA

### **Regional Fundraising Context:**

Wenatchee is rural community located in the heart of Washington State. Wenatchee is the largest city and the county seat in Chelan County. Agriculture and government sectors are the mainstay of the local economy with some diversification happening in the development of health care, technology and tourism. There is a significant banking industry and several national business chains that present partnership opportunities. The North Central Washington Region is proven to be a generous community with robust local foundation grant programs and a broad and diverse individual donor base.

### **Overall goal:**

Our goal is to cover 10% of overall, annual budget with philanthropic support including major revenue streams of corporate sponsorship, individual donors, and local and national grants.

**Period: 5 years, 2019 - 2024**

**Phase 1 (Application Planning and Submission Years 2018-2020):** Develop relationships with key business and individuals. Research local grant opportunities. Apply for the New Schools Venture Fund: Invent Grant. We have received two small local grants supporting our work in community outreach.

- \$5,000            Our Valley, Our Future
- \$2,500            Wenatchee Valley Medical Group/Confluence Health

**Phase 2 (Planning Year):** Cultivate individual and business relationships. Host small house parties and direct appeal campaign. Apply for CSP and WA Charters Grants. Further research local, state, and national grants.

**Phase 3 (Year 1):** Continuous cultivation of existing relationships and build on effective strategies. Host inaugural annual fundraiser event.

**Phase 4 (Implementation and Scale):** Steward existing relationships while expanding reach through individual donor networking and additional grant opportunities. Host annual fundraising event and explore other local opportunities.

**Project (Ongoing):** To support our place-based projects we anticipate needing special funding for our field trips and the after-school signature programs we hope to develop.



## **2: BUDGET GOAL + FUNDING OPPORTUNITIES**

### **Phase 1 – 2018-2020: Fundraising for Community Engagement**

**Goal:** \$10,000

Pinnacles Prep set a goal of raising \$10,000 to support the hiring of a family and community engagement coordinator and to support community outreach events. The Pinnacles Prep team allocated \$5,000 from the Washington State Charter School Association School Leadership and Design Fellowship stipend for community engagement. Pinnacles Prep was also able to raise an additional \$7,500 via local grants.

### **Phase 2 – 2020-2021 (Planning Year): Fundraising for School Facility Remodel and Mitigate Risk of Not Receiving Grants**

**Goal:** \$350,000

We have a planning year goal of raising \$250,000 in local capital to support the remodel of our facility. We additionally have a goal to raise another \$100,000 to support staffing needs and programs.

#### **Opportunities for funding:**

- New Schools Venture Fund Grant
- City of Wenatchee Community Development Block Grant
- Individual Donors

### **Phase 3 – 2021-2022 (Year 1): PROJECT FUNDRAISING**

**Goal:** \$100,000

Funds for place-based learning project field excursions and start-up studio

#### **Opportunities for funding:**

- Individual Donors
- Grants
- Businesses

#### **In Kind:**

- Wenatchee Valley College: Center for Entrepreneurship
- Greater Wenatchee Technology Alliance
- Apple STEM Network
- Microsoft: Tech Spark
- Businesses

### **PHASE 4 - 2022 – 2024 (Implementation and Scale): Capital Campaign for High School Wing**

**Goal:** \$250,000



By Years 2-3 of operations, Pinnacles Prep will be developing a healthy cash reserves from state and federal funding. We will initiate a capital campaign to support the new construction of a high school wing.

**Opportunities for funding:**

- Individual Donors
- Grants
- Businesses

### **3: PROSPECT RESEARCH STRATEGIES**

Pinnacles Prep will search databases for national and regional institutional funders (foundations, corporations). We have already identified several key foundations that have a history of supporting public education, some specifically supporting charter schools:

- Identify key funders funding charter public schools in Washington by researching other schools' funding streams.

**Walton Foundation, Dick's Drive In, New Schools Venture Fund**

- Identify potential regional and local foundations.

**Icicle Fund, CFNCW, Moccasin Lake Foundation, Homchick Smith, Numerica Credit Union, Banner Bank, Avista Corp, Northwest Farm Credit Services, Tulalip Cares Foundation, MJ Murdock, Tech Spark (Microsoft), Confluence Health**

- Research national and regional funders through publicly available databases and websites.

**Toshiba America Foundation, Ellison Foundation**

- Consult WA Charters' grants database:

[https://docs.google.com/spreadsheets/u/3/d/18WtLgpQYoSZ0R80wgllyv1JzaFaDbc6z\\_luQaR1p2Uo/edit?usp=sharing](https://docs.google.com/spreadsheets/u/3/d/18WtLgpQYoSZ0R80wgllyv1JzaFaDbc6z_luQaR1p2Uo/edit?usp=sharing)

Pinnacles Prep will work to identify potential major individual funders:

- Work with board to map out potential funder connections.
- Research business executives in our region and find ways to connect with them through social network mapping.
- Buy lists of good-fit donors from donor search databases (e.g., WealthEngine, DonorSearch)
- Coordinate an event that is of interest to donors and gather contact information for attendees

Pinnacles Prep has identified three key groups who may be interested in the school and potential supporters: service clubs in the area who believe in high-quality education, local business leaders, and in- and out-of-region granting institutions.



#### 4: RELATIONSHIP BUILDING STRATEGIES

##### EVENT AND ENGAGEMENT ACTIVITIES

| ACTIVITY                                                                            | DATE                       | PURPOSE                                                                                                                                                                                                                                  | WHO IS RESPONSIBLE               |
|-------------------------------------------------------------------------------------|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| <ul style="list-style-type: none"><li>• <b>Donor Cultivation</b></li></ul>          | July 2020 - Launch         | <ul style="list-style-type: none"><li>• Introduce prospects to Pinnacles Prep Board of Trustees (BOT) and leadership</li><li>• Invite prospects to the Recruitment Kick-Off event</li><li>• Invite prospects to facility tours</li></ul> | Founding Principal Board Chair   |
| <ul style="list-style-type: none"><li>• <b>Recruitment Kick-Off Event</b></li></ul> | July 2020                  | <ul style="list-style-type: none"><li>• Invite the community to celebrate authorization, meet the BOT, and leadership</li><li>• Invite community to get involved</li><li>• Soft Ask - Donor boxes and envelopes</li></ul>                | FACE Coordinator                 |
| <ul style="list-style-type: none"><li>• <b>House Parties</b></li></ul>              | July 2020-August 2021      | <ul style="list-style-type: none"><li>• To share info and seek support from targeted prospect groups</li><li>• Ideally, board member-hosted or sponsored by friends or partners</li><li>• Invitations to attend lottery event</li></ul>  | Founding Principal Board Chair   |
| <ul style="list-style-type: none"><li>• <b>Recruitment Events</b></li></ul>         | October 2020 - August 2021 | <ul style="list-style-type: none"><li>• Donors attend recruitment events</li></ul>                                                                                                                                                       | Principal FACE Coordinator       |
| <ul style="list-style-type: none"><li>• <b>School Tours</b></li></ul>               | 3 times a year - Dates TBD | <ul style="list-style-type: none"><li>• Show donors and prospects the work happening in our school</li></ul>                                                                                                                             | Principal FACE Coordinator       |
| <ul style="list-style-type: none"><li>• <b>Annual Fundraising Event</b></li></ul>   | Spring 2022                | <ul style="list-style-type: none"><li>• Raise funds for the school</li><li>• Invite community and prospect to learn about our work</li></ul>                                                                                             | Principal FACE Coordinator Board |

| COMMUNICATION           | TIMELINE | PURPOSE                                                                                                                 | WHO IS RESPONSIBLE         |
|-------------------------|----------|-------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <b>Email Newsletter</b> | Monthly  | <ul style="list-style-type: none"><li>• Keep prospects and donors up to date on our milestones and happenings</li></ul> | Principal FACE Coordinator |
| <b>Impact Report</b>    | Annually | <ul style="list-style-type: none"><li>• Share stories and financial numbers</li></ul>                                   | Principal, DFO Board       |

In-depth recruitment and solicitation strategies for these groups are mapped out on the following pages.



## 5: SOLICITATION STRATEGIES: PHASE 2-3

### INDIVIDUAL AND LOCAL BUSINESS FUNDERS

| TARGET AUDIENCE                                           | RECRUIT & CULTIVATE                                                                                                                                                                                                                                                                                                                             | SOLICIT                                                                                                                                                                                                       | STEWARD                                                                                                                                                                                                                                                                         | WHO IS RESPONSIBLE |
|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| <b>Local Businesses and Mission-Aligned Organizations</b> | <ul style="list-style-type: none"> <li>• School leadership to join the Chamber of Commerce, GWATA, Apple STEM and other organizations and develop relationships</li> <li>• Identify businesses aligned to our mission</li> <li>• Develop a list of business-oriented sponsorship opportunities</li> <li>• Set up individual meetings</li> </ul> | Sponsorship pathways: <ul style="list-style-type: none"> <li>• Corporate giving</li> <li>• Host a fundraiser at their local business</li> <li>• Volunteer to bring people to an event/host a table</li> </ul> | <ul style="list-style-type: none"> <li>• Personal call from Board chair and/or principal to thank for the gift</li> <li>• Ask how they'd like to stay involved</li> <li>• Invite on tour</li> <li>• Invite to events and lottery</li> <li>• Invite to Exhibit Nights</li> </ul> | Principal Board    |
| <b>Foundations</b>                                        | <ul style="list-style-type: none"> <li>• Identify and research 10-15 grants</li> <li>• Determine top 5-10 grants to pursue that is aligned with mission</li> <li>• Board identifies connections with funders</li> <li>• Set up meetings</li> <li>• Invite to events</li> </ul>                                                                  | Apply for five local and national grants                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Personal call from Board chair and/or principal to thank for the gift</li> <li>• Ask how they'd like to stay involved</li> <li>• Invite on tour</li> <li>• Complete impact report</li> <li>• Invite to Exhibit Nights</li> </ul>       | Principal Board    |
| <b>Individuals</b>                                        | <ul style="list-style-type: none"> <li>• Identify 5 local philanthropists</li> <li>• Board identifies connections</li> <li>• Set up meetings</li> <li>• Invitation to events</li> </ul>                                                                                                                                                         | Pathways to Individual donations: <ul style="list-style-type: none"> <li>• Direct Ask</li> <li>• Annual Appeal Letter</li> <li>• Small group presentation</li> <li>• School Tour</li> </ul>                   | <ul style="list-style-type: none"> <li>• Personal call from board chair and/or principal to thank for gift</li> <li>• Ask how they'd like to stay involved</li> <li>• Invite on tour</li> </ul>                                                                                 | Principal Board    |



|  |  |                                                                                                                                       |                                                                                                                                                                       |  |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  | Donation collateral: <ul style="list-style-type: none"> <li>• Donor names on Pavers</li> <li>• Naming rights on classrooms</li> </ul> | <ul style="list-style-type: none"> <li>• Invite to events and lottery</li> <li>• Invite to Exhibit Nights</li> <li>• Annual report</li> <li>• Social media</li> </ul> |  |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| Donor GROUPS                           | STRATEGY                                                                                                                                                                                                                                                                                                                    | # OF ASKS                                                                                                    | ESTIMATED INCOME | BOARD LEAD                    | STAFF LEAD |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------|-------------------------------|------------|
| <b>Major Donors (\$10K+)</b>           | <b>Cultivation:</b><br>Invite to cocktail event<br>Invite to a school tour<br>Principal & Board Chair to meet<br><b>Solicitation:</b><br>Individual meeting with Principal & Board Chair<br><b>Stewardship:</b><br>Personal call from Board Chair and/or Principal<br>Student-signed story card<br>Invite to Exhibit Nights | 4 Gifts of \$10,000                                                                                          | \$40,000         | Board Chair                   | Principal  |
| <b>Mid-Range Donors (\$1K - \$10K)</b> | <b>Cultivation:</b><br>Invite to cocktail event<br>Invite to school tour<br>Principal & Board Chair to talk about interests<br><b>Solicitation:</b><br>Invite to house parties<br><b>Stewardship:</b><br>Personal call from Board Chair and/or principal<br>Student-signed story card<br>Invite to Exhibit Night            | 17 gifts - <ul style="list-style-type: none"> <li>• 2 \$5K</li> <li>• 5 \$2.5K</li> <li>• 10 \$1K</li> </ul> | \$32,500         | Board Chair and Board Members | Principal  |



|                                   |                                                                                                                                                                               |                                                                                                                                    |          |               |           |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------|---------------|-----------|
| <b>Annual Donors (\$1 - \$1K)</b> | <b>Cultivation:</b><br>Annual newsletter<br>Invite to school tour<br>Invite to open house<br><b>Solicitation</b><br>Annual appeal<br><b>Stewardship</b><br>Student story card | 50 gifts – <ul style="list-style-type: none"> <li>• 10 \$500</li> <li>• 10 \$250</li> <li>• 15 \$100</li> <li>• 20 \$50</li> </ul> | \$10,000 | Board Members | Principal |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------|---------------|-----------|

## INSTITUTIONAL FUNDERS

| GRANT APPLICATION TRACKER       |                              |                       |                       |              |                    |                    |
|---------------------------------|------------------------------|-----------------------|-----------------------|--------------|--------------------|--------------------|
| Organization                    | Focus Area/Program           | Grant Range           | Application Amount    | Deadline     | Application Status | Who is Responsible |
| <b>New Schools Venture Fund</b> | Innovative Schools           | \$200,000             | \$200,000             | January 2019 | Pending            | Co-founders        |
| <b>Department of Education</b>  | Charter School Program (CSP) | \$1.5 million         | (\$1.5 million – TBD) | TBD 2020     | In Development     | Co-founders        |
| <b>WA Charters</b>              | Implementation Grant Program | \$600,000             | \$600,00              | TBD 2020     | In Development     | Co-founders        |
| <b>Icicle Fund</b>              | Programming Grant            | \$5,000 - \$30,000    | \$30,000              | March 2021   | In development     | Board Principal    |
| <b>CFNCW – Stronger Schools</b> | Programming Grant            | \$5,000               | \$5,000               | March 2021   | In development     | Principal DFO      |
| <b>Walton Foundation</b>        |                              | \$100,000 - \$325,000 | \$325,000             | January 2021 | In development     | Board Principal    |



## 6: SMART GOALS + INDICATORS OF SUCCESS

| GOAL                                                          | TIMELINE                                                                                                                                                                                                                                                                                                          | RESPONSIBLE PARTY      | INDICATOR OF SUCCESS/DELIVERABLES                                                                                                                                                     |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Complete 5-Year Development Plan</b>                       | March 2020                                                                                                                                                                                                                                                                                                        | Principal Co-Founders  | <ul style="list-style-type: none"> <li>Tracking progress on Phase 1 goals</li> <li>Board has reviewed and approved Phase 2 goals and strategies</li> </ul>                            |
| <b>Create one piece of Collateral with Case Statement</b>     | May 2020                                                                                                                                                                                                                                                                                                          | Principals Co-Founders | <ul style="list-style-type: none"> <li>Case statement is developed and finalized</li> <li>One piece of collateral is produced</li> <li>Collateral is shared with prospects</li> </ul> |
| <b>Invite 200 people to attend Recruitment Kick-Off event</b> | July 2020                                                                                                                                                                                                                                                                                                         | Principal Board        | <ul style="list-style-type: none"> <li>100 people to attend</li> <li>30 individuals to sign up to volunteer</li> <li>2-5 new prospects</li> </ul>                                     |
| <b>Build relationships with 20 new prospects</b>              | September 2019 – August 2021                                                                                                                                                                                                                                                                                      | Principal Board        | <ul style="list-style-type: none"> <li>Met with 10 prospects in person</li> <li>15 prospects to attend an event</li> <li>Solicit 5 prospects to support the school</li> </ul>         |
| <b>Apply for 6 grants</b>                                     | November 2018: Our Valley, Our Future Grant<br><br>December 2019: Confluence Health Community Support Grant<br><br>November 2019: New Schools Venture Fund<br><br>TBD 2020: CSP Grant<br>TBD 2020: WA Charters Grant<br><br>TBD 2021: Walton Foundation<br><br>TBD 2021: Icicle Fund Grant<br><br>TBD 2021: CFNCW | Principal Co-Founders  | <ul style="list-style-type: none"> <li>Submit 6 grant proposals</li> <li>4 grant proposal receive funding</li> </ul>                                                                  |



|                                                       |                         |                 |                                                                                                                                                                                 |
|-------------------------------------------------------|-------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                       | Grant                   |                 |                                                                                                                                                                                 |
| <b>Develop relationships and solicit 3 businesses</b> | July 2020 – August 2020 | Principal Board | <ul style="list-style-type: none"> <li>• Solicit 3-5 businesses with program proposals and/or event sponsorship</li> <li>• 1 business will sponsor Recruitment event</li> </ul> |

## 7: KEY TOOLS AND RESOURCES

### FUNDRAISING TEAM

**FUNDRAISING LEAD** - The Pinnacles Prep founding Principal Jill Fineis and the director of finance and operations (DFO) will lead fundraising efforts in collaboration with board of trustees. They will lead the process for identifying and applying for grants, establishing ties to local businesses, community philanthropists and foundations.

**EVENT PLANNING** - The board of trustees will lead and coordinate fundraising event planning activities. This includes recruitment of volunteers to assist with the planning of such events.

**CORPORATE PARTNERSHIPS** - The board of trustees will work with the principal to develop and engage in relationships with local, and national, corporations.

**GRANT DEVELOPMENT AND REPORTING**- The board of trustees will work with the principal and DFO to lead grant development efforts and reporting

**OTHER** - The DFO will work with the board treasurer to keep record of donor data base and coordinate the mailing of donation letters, thank you cards, monthly newsletters, and announcements of upcoming events. The family and community engagement coordinator will work with the development committee to coordinate volunteers who wish to support fundraising efforts.

### ANNUAL BUDGET

REFER TO BUDGET DRAFT

### CASE FOR SUPPORT

To ensure students have equitable access to a high-performing school, Pinnacles Prep plans to open in South Wenatchee. This area encompasses Wenatchee’s most under-served neighborhoods (82% FRL), half of the district’s Title I schools, and 49% English-language learners. Statistics from the area schools illuminate disturbing discrepancies in academic achievement compared to other local schools. Comprised of primarily Latinx and migrant families, these neighborhoods are also impacted by significantly lower rates of high school graduation, and for those that graduate, state figures show dramatically higher rates of required post-secondary remediation (65%). In a recent report, the remediation-rate gap was 50% when comparing White and Latinx graduates.

Wenatchee, “Apple Capital of the World,” hosts the mighty Columbia River, and has mega-fires ravaging its forests due to climate change. It is a place that needs to be studied by students in order to protect and lead it into the future. Designed in response to a community-driven strategic plan Our Valley, Our Future, calling for future-facing educational models that build leadership in all students in our



community, our school provides students with the culturally responsive, rigorous, and supportive academic environment they need to become active participants in their own education and community.

**Mission:** We exist to cultivate curious, confident, and self-directed students that lead and succeed in college, career, and their communities.

**Vision:** Our graduates will be leaders in driving our Valley's future forward with the knowledge, skills, and mindsets needed to make it a thriving economic, scientific, and artistic hub for the 21<sup>st</sup> century. Pinnacles students will be the engineers, conservationists, agricultural leaders, and creators of the Valley to come.

Pinnacles Prep serves a diverse student body in Grades 6-12 and works to close the opportunity gap through a culturally responsive, rigorous, and supportive academic environment. Diversity, equity, and inclusion (DEI) practices, social-emotional learning (SEL), and place-based education (PBE) are the foundation of our model:

- DEI: Our student and parent advisory committees create and monitor a playbook that describes what DEI looks like in action;
- PBE: Partnering with the Teton Science School's Place Network, our model will provide students with place-based curriculum utilizing our community as our classroom for interdisciplinary, learner-centered projects;
- SEL: Mentors check in daily with students about academic and social-emotional learning. We are pursuing the framework, Valor Compass, which is a comprehensive human development model delivered through weekly circle discussions. With Valor Compass guidance, we will use preliminary circle work until the Compass framework is fully in place in Year 2 of operation.

Our board is diverse in perspective and has deep experience in both formal and informal education settings.

- Members have developed curriculum, programs, and have founded and led longstanding educational organizations.
- The board is representative of both our Wenatchee community and our target student population. Our Latinx membership varies, including a real estate agent and a community health worker with deep roots as a community leader and activist.
- Our non-Latinx members also provide broad perspective, including a former city councilwoman, an informal educator with a wealth of educational programming experience, and a long-term resident of nearly 30 years with deep ties to non-profits, business, and education.
- Six of our board members have had or have children enrolled in the area's two largest traditional public-school districts. Our board is well informed about what our districts are doing well and where opportunity and equity gaps exist.



## 1. Expected outcomes + proof of impact

| QUALITATIVE                                                                                                                                                                                                                                                                                                                                                                      | QUANTITATIVE                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Academic Mastery:</b> Pinnacles Prep will assess every student's academic strengths and challenges, ensuring they get the necessary support to meet and exceed their learning goals and aspirations.</p>                                                                                                                                                                   | <p>-By Grade 8, at least 70% of students will be proficient on the ELA and Math Smarter Balanced Assessment (SBA) and Washington Comprehensive assessment of Science (WCAS).</p> <p>-By Grade 10, at least 70% of students will be proficient on ELA and 60% Math SBA.</p> <p>-By Grade 11, at least 70% of students will be proficient in the WCAS.</p>                                                                                                      |
| <p><b>Increased sense of place, strong sense of self and agency:</b> Each student will have the chance to create their own "passion project" in the last quarter of each school year which is based on their own interests and passions. Students participate in an exhibition night during which they present and defend their passion project to members of the community.</p> | <p>-By Grade 8, 95% of students will have designed, implemented, and presented their own place-based project to the community</p> <p>-By Grade 12, 100% of students will have completed their "Final Summit Project" which includes competencies in each of the core domains</p>                                                                                                                                                                              |
| <p><b>Increased awareness of self:</b> Students participate in comprehensive human development coursework in their mentor groups.</p>                                                                                                                                                                                                                                            | <p>-By Grade 8, 100% of students will have achieved competency in Valor Compass "Commitment," "Exploration," and "Responsibility" phases.</p> <p>-By Grade 12, 100% of students will have achieved competency in Valor Compass, "Community," "Leadership," and "Service" phases.</p> <p>-Annually, 100% of students will respond as "agree" or "strongly agree" on key indicators of social-emotional learning through a Panorama self-reflection survey.</p> |



## **DONOR DATABASE**

Pinnacles Prep has generated a list of 100 potential donors who have previously given to education in the area.

Pinnacles Prep will manage our database of donors and donor prospects via Little Green Light, Foundant, or other similar software, and update data on a monthly basis.

The following data will be collected and managed:

- Donor contact information and confirmation of sent receipt
- Donor contacts (emails, meetings, other touch points)
- Gifts and grant report due dates

This database will be maintained privately to protect the donor's information (e.g., in a password-protected database, using software with a required login, etc.) and all staff and board will sign a donor confidentiality agreement.





# PINNACLES PREP

## PINNACLES PREP

### Section 28: Attachment 33

#### Contents:

- Financial Statements and Audits: N/A – Pinnacles Prep is a newly established nonprofit with no financial history





# PINNACLES PREP

## PINNACLES PREP

### Section 28: Attachment 34

#### Contents:

- Independent Audits and Management Letters: N/A – Pinnacles Prep is a newly established nonprofit organization in the state of Washington





# PINNACLES PREP

## PINNACLES PREP

### Section 29: Attachment 35

#### Contents:

- Existing Operator Status Report: N/A – Pinnacles Prep is not an Existing Operator nor a Charter Management Organization





# PINNACLES PREP

## PINNACLES PREP

### Section 29: Attachment 36

#### Contents:

- Portfolio Summary Template: N/A – Pinnacles Prep is not an Existing Operator nor a Charter Management Organization