



Summit Public School: Olympus

**2016 - 2017 ORGANIZATIONAL
PERFORMANCE REPORT** by Washington
State Charter School Commission

INTRODUCTION

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

PURPOSE OF REPORT

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

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

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

SCHOOL OVERVIEW

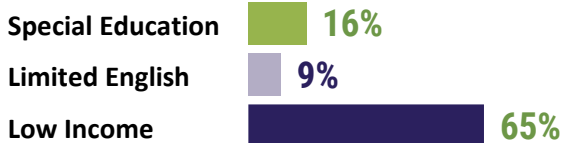


Summit Public School: Olympus

409 Puyallup Ave, Tacoma, WA 98421	
School Contact Information	(253) 444-9781
School Website	http://summitps.org/schools/washington/summit-olympus
Neighborhood Location	Tacoma Public Schools
Leadership	Regional Leader: Jill Riemer
School Mission	The mission of Summit Public School: Olympus ("Summit Olympus" or "Olympus"), like all Summit schools, is to prepare a heterogeneous student population for success in a four-year college, and to be thoughtful, contributing members of society.
Grades Served	9-10
First Year of Operation	2016 / 2017
Total Student Enrollment	134 Students

Student Demographics

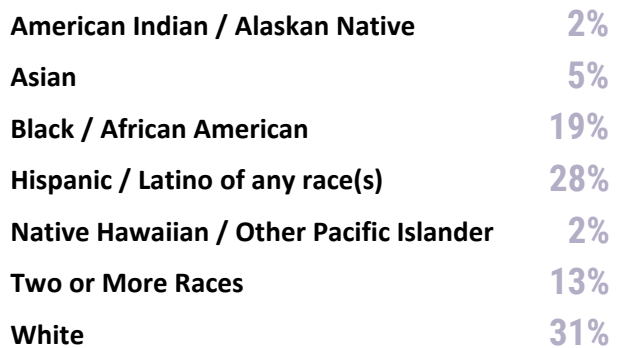
STUDENT GROUPS



GENDER



RACE / ETHNICITY



AT A GLANCE

SUMMIT OLYMPUS

Is Summit Olympus meeting legal obligations?

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

MEETS Standard

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

DOES NOT MEET Standard

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

SUMMIT OLYMPUS

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

INDICATOR	MEASURE	RATING
1. Education Program	1a. Material Terms of the Charter Contract	MEETS
	1b. Education Requirements	MEETS
	1c. Students with Disability Rights	MEETS
	1d. English Language Learner Rights	MEETS
2. Financial Management & Oversight	2a. Financial Reporting & Compliance Requirements	DOES NOT MEET
	2b. Adherence to Generally Accepted Accounting Principles (GAAP)	MEETS
3. Governance & Reporting	3a. Governance Requirements	DOES NOT MEET
	3b. Management Accountability	MEETS
	3c. Reporting Requirements	MEETS
4. Students, Parents & Employees	4a. Rights of Students	MEETS
	4b. Recurrent Enrollment	NOT APPLICABLE
	4c. Teacher and Staff Credentials	MEETS
	4d. Employee Rights	MEETS
	4e. Background Checks	MEETS
5. School Environment	5a. Facilities and Transportation	MEETS
	5b. Health and Safety	MEETS
	5c. Information Management	MEETS
6. Other Obligations	6a. Mission Specific Non-Academic Goal - Faculty Satisfaction	MEETS
	6b. Mission Specific Non-Academic Goal - Parent Satisfaction	MEETS

METHODOLOGY

SUMMIT OLYMPUS

1. EDUCATION PROGRAM

MEASURE	THE SCHOOL DEMONSTRATES COMPLIANCE WITH...	RATING
1a. Materials Terms of the Charter Contract	The materials terms of the education program in all material respects, and the education program in operation reflects the material terms as defined in the charter contract or subsequent approved amendments.	MEETS
1b. Education Requirements	Applicable laws, rules regulations, and provisions of the charter contract related to education requirements AND mandated programming as a result of state or federal funding.	MEETS
1c. Students with Disabilities Rights	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to the treatment of students with identified disabilities and those suspected of having a disability. A school may still meet standard if it was out of compliance in a minor area, or the school may have unknowingly been out of compliance in a major area, but immediately took action to negate any potential resulting problems or loss of funding. Reasons are provided identified services.	MEETS
1d. English Language Learner Rights	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to requirements regarding English Language Learners (ELLs). A school may still meet standard if it was out of compliance in a minor area, or the school may have unknowingly been out of compliance in a major area, but immediately took action to negate any potential resulting problems or loss of funding.	MEETS

PROMISING PRACTICES

The special education teacher has an outline for every student to become aware of their IEP goals and how their goals and projects fit together. Keys to teaching provide links for teachers to align student strengths, needs and accommodations.

PARENT VOICE

“The personalized learning and going at [his] own pace has taught my son a lot of responsibility” –Parent Interview, First Year Site Visit

STUDENT VOICE

“If you need someone to talk to you to build a trust relationship ... [the mentors] give the best advice they can” – Student Interview, First Year Site Visit

SCHOOL SPECIFIC NARRATIVE

As verified by the Commission through its First Year Site Visit and board observations, Summit Public Schools: Olympus remained in compliance at all times throughout the year with the implementation of its Education Program Terms.

Following the 2016-17 school year, the State Auditor's Office (SAO) issued no findings in its [Accountability Audit Report](#) regarding implementation of mandated programming as a result of state or federal funding or special education enrollment.

Summit Public Schools Olympus conducts meetings with parents and appropriate personnel to determine acceptance of transfer Individualized Education Plans (IEP) and provision of comparable services or the need to revise the IEP based on a review of current data. Olympus uses a Student Support Team (SST) process to identify academic, social emotional, or functional interventions and refer students suspected of having a disability for evaluations. The school ensures that evaluations are sufficient in scope to determine eligibility and develop an appropriate IEP or Section 504 Plan. As needed, Olympus provides instructional supports and services to students with special needs, and provides accommodations and modifications for diverse learners. Ancillary services for students with learning challenges include Summit Reads, Summit Solves, and counseling and daily mentor office hours. The school ensures procedural safeguards for students and families as evidenced in timely notifications and conducts necessary progress monitoring activities. Olympus provides the least restrictive environment placements to address students receiving access to the general education curriculum with their typical peers. Current placements include full inclusion, push-in services and pull-out services, homebound, and individual and small group instruction from appropriate teachers, staff, and related service personnel.

Summit Olympus uses a restorative justice model which includes a process of reflection, and depending on severity of behavior/incident, a restorative circle with the victim and offender, and if required, administrator follow-up. Students eligible for special education and 504 plans removed for disciplinary reasons continue to receive services as stated in their plans, and if applicable, manifestation determinations are held and functional behavior assessments and behavioral intervention plans are completed.

Summit Olympus uses the parent home language survey to identify students and/or families in need of English Language Learner (ELL) support. Qualified adult interpreters are provided to ensure accurate communication with parents of ELLs and to translate vital documents as needed or requested. The school delivers in-service training to instructional staff on how to modify and accommodate the needs of students who are not yet English proficient. All ELL students receives direct academic support through the Summit Reads and Summit Solves programs with individualized modifications and accommodations implemented as needed. Olympus administers the Washington English Language Proficiency Assessment (WELPA) to determine English proficiency, and provided on-going progress monitoring of academic performance matched to student personalized learning plans. The school measures the effectiveness of the ELL program through grade level and team data analysis with modifications made as needed. The data reflects that all ELL students at Olympus are promoted from one grade to the next.

DATA SOURCES: *Attachment 4 of Charter Contract, Charter contract amendments, board meeting agendas, packets, reports and minutes, Commission Site Visit Report, Academic Calendar, Statement of Assurances within Charter Contract, Pre-Opening Conditions Calendar Submissions, Office of Superintendent of Public Instruction (OSPI) Consolidated Program Review (CPR) (if applicable), State Auditor's Office (SAO) Accountability Audit, Washington Integrated System of Monitoring (WISM) (if applicable)*

2. FINANCIAL MANAGEMENT & OVERSIGHT

MEASURE	THE SCHOOL DEMONSTRATES COMPLIANCE WITH...	RATING
2a. Financial Reporting & Compliance Requirements	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to financial reporting and compliance requirements. All policies and requirements issued by the Office of Superintendent of Public Instruction and Washington State Auditor's office concerning accounting for public school districts in the state of Washington.	DOES NOT MEET
2b. Adherence to Generally Accepted Accounting Principles	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations as evidenced by an annual independent financial audit.	MEETS

SCHOOL SPECIFIC NARRATIVE

Following the 2016-17 school year, as verified by the Commission through its board meeting observations and the SAO through its [Accountability Audit Report](#), Summit Public Schools: Olympus did not meet financial reporting and compliance requirements. The SAO issued a finding of noncompliance as the Summit: Olympus board did not fully comply with the Open Public Meetings Act when it did not include in the minutes the board's approval of claims and expenditures, public announcements of expected beginning and end times for executive sessions, and adequate details to identify board resolutions.

The school's independent auditors, Clifton Larson Allen, issued an unmodified report that identified no material weaknesses, reported no significant deficiencies, and noted no areas of noncompliance material to the financial statements.

SCHOOL RESPONSE

The Summit Public Schools Washington Board has taken the following steps to ensure full compliance with the Open Public Meetings Act:

- Provided Board approval of all claims and expenditures for public funds for the 2018-19 school year;
- Identified expenditures of public funds as public expenditures and separated public expenditures from private monies expended;
- Documented public announcements of expected beginning and ending times for executive sessions; and
- Provided adequate details in board minutes to identify resolutions voted on and actions taken by the board.

DATA SOURCES: *Quarterly Financial Report, Annual Budget, Annual independent financial audit*

3. GOVERNANCE & REPORTING

MEASURE	THE SCHOOL DEMONSTRATES COMPLIANCE WITH...	RATING
3a. Governance Requirements	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to governance by its board. A school board may still meet standard if it was out of compliance in a minor area, or unknowingly out of compliance in a major area, but immediately took action to negate any potential resulting problems.	DOES NOT MEET
3b. Management Accountability	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to oversight of the school management team. A school board may still meet standard if it was out of compliance in a minor area, or unknowingly out of compliance in a major area, but immediately took action to negate any potential resulting problems.	MEETS
3c. Reporting Requirements	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the Commission, state, and/or federal authorities.	MEETS

BOARD OVERVIEW

6
 MEMBERS

4
 required for Quorum

The Summit board meets **six** times per year.

- No fewer than **3**, no more than **9** directors
- Teleconferencing allowed

SCHOOL SPECIFIC NARRATIVE

Summit’s board is active, inquisitive, and provides competent oversight of the school. The board is comprised of individuals with experience in law, education, finance, technology, law, consulting, and development.

The Executive Director at Summit Public Schools: Olympus reports to the Senior Director of Schools for Washington. Summit notes that it provides a “range of support structures for school leaders that are designed to support leaders in developing their leadership skills and meeting their individual school goals.” The Summit Washington Board delegates performance evaluation authority of the network’s Senior Director of Schools for Washington and Director of Partnerships to the Summit Public Schools Chief of Schools (CoS) in California. “The Summit CoS shares his/her views on school leadership performance with the Summit Washington Board Chair on an annual basis.” While this structure is aligned to the school’s bylaws, the Commission recommends the school’s board take a more direct role in the network staffs’ formal evaluation process. During the First Year Site Visit, the Board noted that it saw “itself as responsible for holding adults accountable to the mission and overall strategy of the school---always about student outcomes and experience but not evaluating at the classroom level. The board reviews financials, with a close eye on enrollment, at every board meeting and reviews additional qualitative (through classroom visits) and quantitative data (such as Measures of Academic Progress (MAP) data.

During the 2016-17 school year, the school submitted compliance documents to the Commission on time and had no outstanding documents at the end of the school year. School leadership and board members attended and actively participated in all meetings with the Commission.

A review of meeting minutes and notes demonstrates the board's clear understanding of and commitment to the school's mission. For instance, the Board participated in several thoughtful and productive meetings regarding the Summit model. Meetings included visiting classrooms, and engaging in discussions with senior staff on the school's staffing model, student, faculty, and family engagement, curriculum and assessment overview, and enrollment. Directors were consistently engaged in full board meetings, asking clarifying questions to each other, school staff, and other presenters and offering expertise where needed.

The board regularly met quorum, with the majority of directors consistently in attendance. Directors reviewed board packets in advance and received extensive updates from the school leadership team regarding student academic performance, fundraising and partnerships, finance and school policies. Regularly, Directors participated in committees, including Academic Excellence, Fund Development, Governance and Finance, presenting their progress at open board meetings

Following the 2016-17 school year, as verified by the Commission through its board meeting observations and the SAO through its accountability audit, the board at Summit Public Schools: Olympus did not meet governance requirements. The SAO issued a finding in the [Accountability Audit Report](#) citing the board did not fully comply with all requirements of the Open Public Meetings Act. The SAO confirmed four executive sessions were held for student discipline and on one occasion, the Commission witnessed the school going into Executive Session to comply with its student discipline policy regarding a potential expulsion. The Open Public Meetings Act (OPMA) RCW 42.30.110) does not allow for Executive Sessions to be called in the case of student discipline. The Commission encourages the board to consult with its attorney regarding how to comply with OPMA.

SCHOOL RESPONSE

Please note that in November 2016, Summit contacted the Commission and the Washington State Charter Schools Association and received guidance with respect to the Board's concerns around OPMA, FERPA, and student discipline discussions prior to going into Executive Session on the subject. The Board subsequently revised its policy and no longer discusses specific student discipline concerns via Executive Session.

DATA SOURCES: *Commission Board Meeting Observations, Annual Compliance Calendar, SAO Accountability Audit*

4. STUDENTS, PARENTS & EMPLOYEES

MEASURE	THE SCHOOL DEMONSTRATES COMPLIANCE WITH...	RATING
4a. Rights of Students	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to the rights of students. A school may still meet standard if it was out of compliance in a minor area, or the school may have unknowingly been out of compliance in a major area, but immediately took action to negate any potential resulting problems.	MEETS
4b. Recurrent Enrollment	NOT EVALUATED FOR SCHOOLS IN THEIR FIRST YEAR OF OPERATIONS	NOT APPLICABLE
4c. Teacher and Staff Credentials	Legal obligations for public schools to employ appropriately qualified and credentialed staff including administrative, teaching, and educational support staff as required by law.	MEETS
4d. Employee Rights	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to employment considerations.	MEETS
4e. Background Checks	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to background checks of all applicable individuals (including stand and members of the charter community, where applicable).	MEETS

SCHOOL COMPLIANCE WITH ADMISSIONS AND ENROLLMENT PRACTICES

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

SCHOOL SPECIFIC NARRATIVE

Through a desk audit of documentation submitted by Summit Public Schools: Olympus, and in-person verification at the First Year Site Visit, the Commission monitored compliance with the school's obligation to protect the rights of all students. The Commission did not identify any areas of non-compliance.

For the 2016-17 school year, the school had assigned coordinators in place to fulfill its responsibilities under Section

504, Title IX, McKinney-Vento, Foster Care and state nondiscrimination laws. Each of the coordinators received training regarding their responsibilities. The Commission recommends Olympus continue to access formal training and technical assistance opportunities on an ongoing basis. Olympus included a nondiscrimination statement in all major school publications widely disseminated to students, parents, and employees. Furthermore, the school posted its sexual harassment policy and educational rights of homeless children and youth in accessible locations of the school's campus. The Commission verified that the school adopted discrimination complaint and appeal procedures and a sexual harassment policy and procedure that are consistent with the requirements in state law. Summit: Olympus has formalized methods of data collection and analysis as well as the ability to implement effective interventions throughout the course of the year regarding discrimination in course and program enrollment and discipline of students across subgroups. At the network level, Summit has a process for auditing instructional materials to evaluate and eliminate bias pertaining to a protected class in all textbooks and instructional materials.

Overall, Summit: Olympus has removed barriers to the enrollment and retention of all students. Its application is available on its website and on campus and is translated into Spanish. The school follows admissions and enrollment practices outlined in RCW 28A.710.050 (not limiting admission on any basis other than age group, grade level, or enrollment capacity; not charging tuition; following lottery enrollment laws; revising enrollment capacity annually to facilitate the academic success of its students). Furthermore, Summit: Olympus includes a Student Housing Questionnaire in its enrollment packet. The school identified a Foster Care/McKinney-Vento Liaison responsible for enrollment, accommodations, and transportation for eligible students and coordination of services with community agencies and entities. However, the Commission recommends the school access more relevant training to support eligible homeless students and students in foster care, and adopt a comprehensive policy related to serving the educational needs of homeless children and youth in accordance with the McKinney-Vento Act.

Following the 2016-17 school year, the State Auditor's Office (SAO) issued no findings in its [Accountability Audit Report](#) regarding teacher and staff credentials as tested through its evaluation of staff mix compliance.

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

DATA SOURCES: *Commission Site Visit Report (if applicable), SAO Accountability Audit, Pre-Opening Conditions, Employee Handbook, Office of Superintendent of Public Instruction (OSPI) Consolidated Program Review (CPR) (if applicable), Washington Integrated System of Monitoring (WISM) (if applicable)*

5. SCHOOL ENVIORNMENT

MEASURE	THE SCHOOL DEMONSTRATES COMPLIANCE WITH...	RATING
5a. Facilities and Transportation	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation. A school may still meet standard if it was out of compliance in a minor area, or the school may have unknowingly been out of compliance in a major area, but immediately took action to negate any potential resulting problems.	MEETS
5b. Health and Safety	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services. A school may still meet standard if it was out of compliance in a minor area, or the school may have unknowingly been out of compliance in a major area, but immediately took action to negate any potential resulting problems.	MEETS
5c. Information Management	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to maintaining and handling information appropriately. A school may still meet standard if it was out of compliance in a minor area, or the school may have unknowingly been out of compliance in a major area, but immediately took action to negate any potential resulting problems.	MEETS

SCHOOL SPECIFIC NARRATIVE

Following the 2016-17 school year, the State Auditor’s Office (SAO) issued no findings in its [Accountability Audit Report](#) regarding transportation.

In 2016-2017, Summit Public School: Olympus’s facility met all health and safety code requirements, maintained compliance with legal obligations for providing student transportation and offered a safe environment conducive to learning. The facility’s design, size, maintenance, security, equipment and furniture were all adequate to meet the school’s needs. The school was accessible to all, including people with physical disabilities. The Commission’s pre-opening compliance monitoring of health and safety code requirements did not reveal any significant concerns related to these obligations.

Schools participating in the United State Department of Agriculture’s (USDA) School Meal Programs are required to have an Administrative Review from the Office of the State Superintendent of Instruction (OSPI) every three years. The Administrative Review is a comprehensive evaluation of school meal programs to ensure that program regulations and requirements are being met. During the 2016-17 school year, Olympus participated in the Review. Auditors identified several findings, but the school addressed them immediately through corrective action and without any consequence to student health and safety. Olympus submitted all of the required safety plans during the re-opening process, and provided evidence that lock down and fire drills were conducted.

In 2016-17, Olympus maintained compliance with public records requirements, proper and secure maintenance of student, governance, and finance records, rules and regulations regarding transferring of student records. The school follows proper safety and security procedures to ensure safe testing administration. Olympus identified an Assessment Coordinator who has provided training to all staff.

DATA SOURCES: *Commission Site Visit Report (if applicable), SAO Accountability Audit, Pre-Opening Conditions, USDA Administrative Review*

6. MISSION SPECIFIC NON-ACADEMIC GOALS

MEASURE	THE SCHOOL DEMONSTRATES COMPLIANCE WITH...	RATING
6a. Faculty Satisfaction	65% or higher of faculty respond that they are satisfied working at Summit Public Schools	MEETS
6b. Parent Satisfaction	65% or higher of parents respond that they trust Summit Public Schools	MEETS

SCHOOL SPECIFIC NARRATIVE

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

In 2016-17, Olympus set goals around faculty and parent satisfaction. The school reports that **75%** of faculty responded that they are satisfied working at Summit Public Schools and **73%** of parents responded that they trust Summit Public Schools.

DATA SOURCES: *based on school-specific non-academic goal, in conjunction with the school.*



WASHINGTON STATE
Charter School Commission
STUDENTS • INNOVATION • TRANSPARENCY

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