

OVERSIGHT GUIDANCE MANUAL

**A Resource for School Leaders and Staff of the
Commission-Authorized Charter Schools**

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INTRODUCTION

Purpose

The purpose of this guide is to provide schools with an overview of the Commission oversight monitoring processes and how these processes contribute to the Commission’s performance assessment of charter schools it oversees.

Background

Established in April 2013, the Commission is the state’s only state-wide charter school authorizer. The Commission is responsible to provide oversight to charter schools authorized by the Washington State Charter School Commission, and to that end, to develop, implement, and publicly report on standards and methods for monitoring the quality and effectiveness of charter schools. As a result, the Commission is responsible for non-renewing and/or revocation of a charter school’s charter contract when the school fails to meet the provisions of their *Charter Contract*, and the academic, financial and organizational performance frameworks. This includes monitoring for compliance with all public school state and federal requirements.

Mission

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

Values

High Expectations

Accountability/Responsibility

Transparency

Innovation

Vision

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

EDUCATIONAL EQUITY POLICY

The Washington State Charter School Commission (Commission) is committed to fostering innovation and ensuring excellence so that every student has access to and thrives in a high-quality public school.

As the state’s only non-district and statewide charter school authorizer, the Commission’s mission is to authorize high-quality charter public schools, especially schools designed to expand opportunities for students who have been underserved, and to ensure the highest standards of accountability and oversight for these schools.

The Commission is committed to closing opportunity gaps between the state’s most and least privileged groups of students within the educational system. It has a moral obligation and legal obligation to cultivate charter schools where socio-economic status and protected groups status such as race, gender, language, sexual orientation, national origin, and disability cease to be a predictor of academic and life outcomes. Educational equity benefits all students and our entire community. The Commission will align its practices, policies and procedures and support the charter schools it authorizes and oversees to achieve and maintain educational equity.

With the implementation of this policy, the Commission will:

- Only approve charter schools designed to mitigate systemic barriers to improve access to students while demonstrating a financial and organizational model that maintains the school’s financial viability and compliance with all legal requirements;
- Renew charter schools whose outcomes demonstrate increased student academic outcomes for all students while reducing the academic opportunity gap while demonstrating financial viability and legal compliance;
- Raise the achievement of all students in charter public schools while eliminating the predictability of student academic outcomes based on identities such as race, gender, language, sexual orientation, national origin, disability, socio-economic status and other protected group status;
- Identify and eliminate systemic barriers to improve access for students;
- Use equity in all decision-making;
- Advocate for equitable funding for all charter public schools at the state and philanthropic levels; and
- Annually review and adopt its Educational Equity Policy.

The Commission will utilize equity in all decision-making to ensure its work and the schools it authorizes will accomplish the above goals by implementing the following strategies:

- Recruit, hire, develop, and retain racially, linguistically, and culturally responsive, high-quality personnel that over time will more accurately reflect the student population authorized charter schools serve.
- Train its workforce to strengthen employees' knowledge and skills to use an equity analysis to support schools as each school strives to eliminate disparities in achievement, course and program placement, and discipline.
- Hold schools accountable for student learning using multiple, disaggregated measures of student progress. The following measures, which include but are not limited to, will be used:
 - Smarter Balanced Assessment results;
 - Washington Comprehensive Assessment of Science;
 - Washington English Language Proficiency Assessment;
 - Student discipline rates;
 - Regular attendance;
 - Ninth grade on track; and
 - Dual credit and graduation rates.
- Revise, refine and update the annual New School Application and charter renewal processes to align to its Educational Equity Policy to reflect the Commission's goal for schools to raise the academic achievement of all students and eliminating opportunity gaps between all student groups.
- Revise, refine and update its Academic, Organizational and Financial Performance Frameworks to align to its Educational Equity Policy to establish clear expectations for all charter schools and provide each school with an annual assessment of their progress towards meeting each expectation.
- Incorporate educational equity outcomes of accountability into the Executive Director's annual performance evaluation process.
- Provide support and resources in the form of training and materials to each charter school board of directors to develop and deepen their equity analysis and understanding of and skills in addressing the persistent opportunity gap that exist between students.
- Engage regularly with community and school stakeholders to receive input and feedback to

ensure successful alignment of the authorization and oversight processes to the Educational Equity policy.

- Advocate for equitable public funding for all charter schools, at the legislative and philanthropic level so that each school receives the resources necessary to attain and maintain adequate facilities, hire, train and retain a workforce that reflects the diversity of their student body as well as provide the best instruction and supports to all students, particularly for students that have and continue to be systemically marginalized.

MONITORING AUTHORITY

The Washington State Charter School Commission has oversight responsibilities of the charter schools it authorizes. The primary authority for the Commission oversight activities is identified in RCW 28A.710.180:

1. Each authorizer must continually monitor the performance and legal compliance of the charter schools it oversees, including collecting and analyzing data to support ongoing monitoring according to the *Performance Framework* in the *Charter Contract*.
2. An authorizer may conduct or require oversight activities that enable the authorizer to fulfill its responsibilities under this charter, including conducting appropriate inquiries and investigations, so long as those activities are consistent with the intent of this charter, adhere to the terms of the *Charter Contract*, and do not unduly inhibit the autonomy granted to charter schools.
3. In the event that a charter school's performance or legal compliance appears unsatisfactory, the authorizer must promptly notify the School of the perceived problem and provide reasonable opportunity for the School to remedy the problem, unless the problem warrants revocation in which case the revocation procedures under RCW 28A.710.200 apply.
4. An authorizer may take appropriate corrective actions or exercise sanctions short of revocation in response to verified deficiencies in charter school performance or legal compliance. Such actions or sanctions may include, if warranted, requiring a school to develop and execute a Corrective Action Plan within a specified time frame.

Additionally, Section 16.1 of the *Charter Contract*, which states:

Breach by the School Violation of any material provision of this contract may, in the discretion of the Commission, be deemed a breach and be grounds for corrective action up to and including revocation or nonrenewal of this Contract. In making this determination, the Commission will consider the underlying facts and circumstances including, but not limited to, the severity of the violation as well as the frequency of violations and adhere to the applicable procedures contained in chapter 28A.710 RCW, and its rules and procedures. Material provisions include, but are not limited to, provisions imposing a requirement to comply with the Commission rules and policies and all Applicable Laws.

GLOSSARY OF ACRONYMS

ALE	Alternative Learning Experience
AMAO	Annual Measurable Achievement Objectives
CEDARS	Comprehensive Education Data and Research System
CMO	Charter Management Organization
CPR	Consolidated Program Review
CSC/Commission	(Washington State) Charter School Commission
CTE	Career and Technical Education
DAC	District Assessment Coordinator
EDS	Education Data System
ELL	English Language Learner
ELPA21	English Language Proficiency Assessment
EMO	Education Management Organization
EOC	End-of-Course
EOP	Emergency Operations Plan
ESD	Educational Service District
ESSA	Every Student Succeeds Act
FASB	Financial Accounting Standards Board
FERPA	Family Educational Rights and Privacy Act
GAAP	Generally Accepted Accounting Principles
GASB	Government Accounting Standards Board
HIB	Harassment, Intimidation, and Bullying
HIPPA	Health Insurance Portability and Accountability Act
HLS	Home Language Survey
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
LEA	Local Education Agency
LEP	Limited English Proficiency
MAP	Northwest Evaluation Association Measures of Academic Progress
MSP	Measurements of Student Progress
NWEA MAP	Northwest Evaluation Association Measures of Academic Progress
OPMA	Open Public Meetings Act
OSPI	Office of Superintendent of Public Instruction
PRA	Public Records Act
PPR	Per Pupil Revenue

QSR	Quarterly School Review
RCW	Revised Code of Washington
SAC	State Advisory Committee
SAFS	School Apportionment and Financial Services
SAO	State Auditor's Office
SAS	Student Assessment System
SBAC	Smarter Balanced Assessment Consortium
SBA	Smarter Balanced Assessment
SBE	State Board of Education
SIS	Student Information System
SPED	Special Education
STAR	Renaissance Star Assessment
TBIP	Transitional Bilingual Instructional Program
WAC	Washington Administrative Code
WA Charters	Washington Charter School Association
WAMS	Washington Assessment Management System
WATCH	Washington Access to Criminal History
WINS	Washington Integrated Nutrition System
WISM	Washington Integrated System of Monitoring
WSIF	Washington School Improvement Framework

MONITORING PROCESS OVERVIEW

General Process

The Commission has developed a charter school monitoring process that meets the authorizer's responsibilities under RCW 28A.710.100 (1) (e).

(1) Authorizers are responsible for:

- (e) Monitoring, in accordance with *Charter Contract* terms, the performance and legal compliance of charter schools including, without limitation, education and academic performance goals and student achievement; state and federal organizational and financial requirements; and
- (f) Determining whether each *Charter Contract* merits renewal, nonrenewal or revocation.

The Commission's monitoring process aligns with the terms of the *Charter Contract* and the *Performance Framework*.

PERFORMANCE FRAMEWORKS:

GENERAL INFORMATION

The Performance Framework is the most important tool that the Commission and charter schools utilize as they collectively strive to create student-centered, academically rigorous, fiscally sound, and organizationally vibrant public charter schools. The purpose of the Performance Framework is to provide guidelines for charter school planning, implementation, self-evaluation, authorizer monitoring, and continuing improvement.

The Commission uses the framework as a tool to “ensure the highest standards of accountability and oversight” [RCW 28A.710.180 (1)] and engage in continuous learning and compliance conversations with charter schools. Charter schools view the framework as a critical self-evaluation tool for both continuous improvement and compliance.

The Commission operates through the belief that expectations of charter schools need to be clear and transparent to both charter school operators and the public. The Performance Framework is broken into three categories, each with associated measures and metrics that assure the Commission and the public of the school’s academic growth and progress, financial health and viability, and compliance with state and federal regulations. It is designed to treat all schools as though they are the same only in terms of meeting minimum legal and ethical requirements, thus enabling charter schools to retain flexibility and autonomy in determining their mission, vision and educational program. Using a Performance Framework ensures high standards and accountability not by dictating inputs or controlling processes, but rather by setting expectations and supporting schools in being responsible for results.

The Performance Frameworks guide the day to day general monitoring that the Commission’s Oversight staff engage in. The general monitoring leads to annual Academic, Organizational and Financial Performance reports. The release of these reports is dependent on the release of data from outside agencies including OSPI and the SAO. The Performance Framework reports are sent to each school in draft form. Schools have the opportunity to suggest changes and provide a response to the rating measure(s). The Performance Reports are presented to the Commissioners, and then posted for the public on the Charter School Commission’s website. The annual performance reports are used to identify multi-year trends and are the primary tool used in the renewal recommendation process.

ACADEMIC PERFORMANCE FRAMEWORK

According Washington’s Charter School Act (RCW 28A.710.170), the performance provisions within a charter contract must be based on a Performance Framework that clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide an authorizer’s evaluations of

a charter school within its jurisdiction. This is a brief summary of what is evaluated by the Commission in the Academic Performance Framework (APF). Specific to the APF, at a minimum, the performance framework must include indicators, measures, and metrics for:

- Student academic proficiency;
- Student academic growth;
- Achievement gaps in both proficiency and growth between major student subgroups;

Targets

Annual performance targets must be set by each charter school in conjunction with its authorizer and must be designed to help each school meet applicable federal, state, and authorizer expectations. The Performance Framework must require the disaggregation of all student performance data by major student subgroups, including gender, race and ethnicity, poverty status, special education status, English language learner status, and highly capable status.

Indicators and Measures

Academic performance and compliance measures whether the charter school meets or is making sufficient progress towards academic performance expectations. Academic performance and compliance includes, but is not limited to:

- Student achievement
- Comparative performance
- Student progress. Post-secondary readiness (high school evaluation)
- State and federal accountability
- Mission specific accountability

Academic Performance Framework Indicators, Measures and Format

The Commission has also adopted the Smarter Balanced Assessment (SBA) as the primary APF measure. The SBA is administered annually to students in grades 3-8, 10 and provides students, parents, schools and the public with information regarding student knowledge of core subject and how much student knowledge is increasing from year to year. For the purposes of the APF, the Commission uses the term “proficiency” to mean a student’s knowledge of core subjects is at a level that is expected based upon the Common Core learning standards. The Commission also uses the term growth to align with OSPI student growth percentiles. A student growth percentile (SGP) describes a student's growth compared to other students with similar prior test scores (their academic peers). Although the calculations for SGPs are complex, percentiles are a familiar method of measuring students in comparison to their peers. The Commission uses the SBA as its primary indicator and looks at both proficiency and growth as measures.

For more in-depth information about the Academic Performance measures [click here](#).

For more information about the Academic Performance Framework methodology [click here](#).

FINANCIAL PERFORMANCE FRAMEWORK

The Financial Performance Framework (FPF) is a reporting tool that provides the Commission with the necessary data to assess the financial health and viability of the charter schools in its portfolio for the purposes of an annual review. The framework summarizes a charter school's financial health and viability while taking into account the school's financial trends over a period of three years.

The FPF's measures are designed to be complementary. No single measure will give a full picture of the financial situation of a school. However, taken together, the measures provide a comprehensive assessment of the school's financial health and viability based on the school's historic trends, near-term financial situation, and sustainability indicators.

One of the Commission's core responsibilities is to protect the public interest by ensuring the highest standards of accountability and oversight for charter schools in its portfolio. The FPF is the primary lever for carrying out this responsibility with respect to the allocation and use of public funds by charter schools.

Final Rating

The overall final rating of a school will document the Commission's assessment of the school's financial viability based on cumulative evidence from the quarterly reviews, SAO and independent audits, annual budgets, cash on hand, the FPF, and/or more detailed examination of the school's financial position, as needed.

For more in-depth information about the Financial Performance Framework [click here](#).

ORGANIZATIONAL PERFORMANCE FRAMEWORK

The purpose of the Organizational Performance Framework (OPF) is to communicate to the charter schools and public compliance-related standards that all charter schools authorized by the Commission must meet. The OPF lists the standards which align to state and federal laws, rules, regulations, and the charter contract that charter schools are required to meet. The Commission has developed a monitoring process to determine compliance with all benchmarks. There are several ways the Commission collects data to evaluate a charter school's organizational performance and effectiveness to determine a school's rating on each measure as well as a rating for the framework as a whole.

Final Rating

Based on the (WAC 108-30-030). Schools will receive one of two ratings:

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 has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer

Organizational Framework Indicators and Measures

- Education Program: Material Terms of the Charter Contract, Education Requirements, Students with Disabilities Rights, and English Language Learner Rights
- Financial Management and Oversight: Financial Reporting Compliance, Generally Accepted Accounting Principles
- Governance and Reporting: Governance Requirements, Management Accountability, Reporting Requirements
- Students, Parents, and Employees: Rights of Students, Recurrent Enrollment, Teacher and Staff Credentials, Employee Rights, Background Checks
- School Environment: Facilities and Transportation, Health and Safety, Information Management

For more information on Organizational Performance framework [click here.](#)

For more information on the Organizational Performance framework expanded criteria [click here.](#)

For more information on the Organizational Performance framework guidance [click here.](#)

GENERAL MONITORING

Below is a summary of monitoring, both in-person and self-reporting, that schools can expect to be subject to and comply with during their charter terms (terms are 5 years in length). The below sample of a 5-year monitoring schedule is for the 1st cycle of an operational contract, i.e. prior to a renewal cycle.

Monitoring Schedule					
Oversight Component	Year 1	Year 2	Year 3	Year 4	Year 5
Academic	<ul style="list-style-type: none"> Office of Superintendent of Public Instruction (OSPI) School Report Card and Washington School Improvement Framework rating School Specific Goal reporting 				
Organizational	<ul style="list-style-type: none"> Quarterly Board Observations Quarterly School Reviews Annual Compliance Calendar 				
	<ul style="list-style-type: none"> First Year Site Visit Special Education/ Washington Integrated System of Monitoring (WISM) (OSPI)* 	<ul style="list-style-type: none"> Limited Consolidated Program Review (CPR) (OSPI) Accountability Audit (State Auditor’s Office (SAO)) 	<ul style="list-style-type: none"> Accountability Audit (SAO) 	<ul style="list-style-type: none"> Consolidated Program Review (full review) 	<ul style="list-style-type: none"> Renewal Visit
Financial	<ul style="list-style-type: none"> Quarterly School Review Annual Compliance Calendar 				
	NA	<ul style="list-style-type: none"> Financial Statement Audit (CPA Firm) 			

- WISM and other non-Commission specific audits are subject to change in frequency.

ANNUAL COMPLIANCE CALENDAR

GENERAL INFORMATION

The annual compliance calendar is issued annually to schools and identifies the Commission specific reporting requirements that schools must satisfy. The charter contract identified this calendar as a requirement for the Commission to provide schools and in contract terms, it is the Master Calendar (Section 14.2.2).

Annual Compliance Calendar

All items on the compliance calendar are applicable for reporting purposes to all schools.

September		October		November	
1 st	<u>School Leader Performance Evaluation (building and network leaders) +</u>	1 st	<u>Updated School Handbooks: Employee and Student</u>	30 th	First Quarter Board Meeting Agendas and Minutes*
1 st	<u>Board Roster</u>	1 st	<u>School-Specific Goals/ Performance Targets</u>		
		1 st	<u>Student Application</u>		
		1 st	<u>Annual Performance Report+</u>		
		1 st	<u>Financial Audit Letter of Engagement+</u>		
		15 th	<u>Asset Inventory</u>		
		15 th	<u>Fourth Fiscal Quarter Financial Report+</u>		
		25 th	<u>F-196 Form</u>		
December		January		February	
15 th	<u>Recurrent Enrollment</u>	15 th	<u>First Fiscal Quarter Financial Report</u>	28 th	Second Quarter Board Meeting Agendas and Minutes*
		15 th	Annual School Board Meeting Schedule Posted		

March	April	May
1 st Independent Audit Report ⁺	15 th Second Fiscal Quarter Financial Report 15 th Annual F1 Personal Financial Disclosure Statement	15 st Lock Down and Fire Drills Conducted 31 th Third Quarter Board Meeting Agendas and Minutes*
June	July	August
15 th Assigned School Comparison 15 th Student Transfers and Exits 15 th Annual School Calendar	1 st School-Specific Goal Results 1 st Growth Summaries 10 th F-203, F-195, F-195F Forms 15 th Annual Budget 15 th Third Fiscal Quarter Financial Report	1 st Updated Insurance Certification 1 st Updated Emergency Contact Information 1 st Updated School Coordinators 15 th Annual Budget Publication 15 th Background Checks 15 th Updated Staff Qualifications 15 th Updated Training on Child Abuse and Neglect Reporting 30 th Fourth Quarter Board Meeting Agendas and Minutes*

Note:

- The Board Roster, Board Member Training, Background Checks, Staff Qualifications and training on Child Abuse and Neglect Reporting **must be updated as applicable throughout the school year. (See next page for immediate notification)**
- School Board minutes and Agendas will be monitored via the school’s website on a monthly basis in accordance with OPMA requirements.

+ Waived for first year schools

*Passive Submission (Commission to review individual school website on these dates for verification)

Note:

1. If a due date falls on a Saturday or a Sunday, the document/report will be due on the next Monday.
2. If a due date falls on a holiday, the document/report will be due the next business day.

Summary of Notification or Information Required Upon Certain Events

The following events/items require the School to notify the Washington State Charter School Commission (Commission) within specific time frames identified in the *Charter Contract*. These time frames fluctuate from immediate notification to five (5) days depending on the event/item. To support schools in remembering to notify the Commission, quarterly or annual reporting for each event has been incorporated into the annual compliance calendar; however, it is the School's responsibility to take the appropriate action per each event/item in a timely manner to remain in compliance with the *Charter Contract*. The School should take the action described in each applicable item below. *Please note that submissions made through your Box folder are recorded and time-stamped by the Commission, so you are not required to provide additional notification via email.*

***Amendments to the By-Laws**

If the school wishes to make modifications or changes to the School's Bylaws, the proposed changes must be submitted to the Commission within five (5) business days of the School Board's approval.

[Amendments to By-Laws Form](#)

***Amendments to *Charter Contract* (Material Revisions)**

As applicable, the School has obtained Commission approval for any material revisions and/or amendments to the educational program terms. Amendments must be submitted three (3) weeks prior to the Commission meeting for the month that the School is seeking approval.

[Amendments to Charter Contract Form](#)

***Amendments to Conflict of Interest Policy**

As applicable, any amendments to the adopted Conflict of Interest Policy (in *Charter Contract*) must be adopted by the Board and approved in writing by the Commission.

[Amendments to Conflict of Interest Policy Form](#)

***Amendments to the Educational Program Terms**

As applicable, the School has obtained Commission approval for any material revisions and/or amendments to the educational program terms (Attachment 4 of your charter contract). Amendments to the educational program terms must be submitted two (2) weeks prior to the Commission meeting for the month that the School is seeking approval.

[Amendments to the Educational Program Terms Form](#)

***Background Checks**

If the school hires an employee during a year of operation, the School must provide the Commission proof of background check clearance within five (5) business days of hire.

[Background Checks Form](#)

*Items are reported through the Annual Amendments and Changes Reporting benchmark.

***Board Member Removals, Resignations and Additions**

As applicable (i.e., board member resignation/new board member), an updated Board Roster, Board Member Disclosure forms and resumes for new board members must be submitted to the Commission within five (5) business days of Board approval. [Board Resignations or Additions Form](#)

***Board Meeting Schedule**

Notify the Commission within five (5) business days of any change in the Board Meeting Schedule or location. This is inclusive of special and emergency meetings. [Board Meeting Schedule Form](#)

***Emergency Contact Information Updated**

Within 24 hours of a change, current Board, School Leader, and Management Team emergency contact information has been updated and is on file with the Commission. [Emergency Contact Form](#)

Immediate Notification

Via email, immediately notify the Commission’s Executive Director of any of the following and ensure the appropriate reporting forms are on file with the Commission. [Immediate Notification Form](#)

1. Known conditions that may cause the School to vary from the terms of its Contract, applicable Commission requirements, federal, and/or state law.
2. Non-compliance with the School’s legal obligations or Contract provisions.
3. Any circumstance requiring the closure of the School, including, but not limited to, a natural disaster, such as an earthquake, storm, flood or other weather-related event, other extraordinary emergency or destruction of or damage to the School facility; the arrest of any members of the Board or School employees for a crime punishable as a felony or any crime related to the misappropriation of funds or theft, if the Board, School, or any agent, employee, or representative thereof has reason to believe that an arrest occurred; misappropriation of school funds; a known default on any obligation, which shall include debts for which payments are past due by sixty (60) days or more; any change in its corporate status with the Washington Secretary of State Office or status as a 501(c)(3) corporation.

Pending or Threatened Legal Claims or Charges

Within 24 hours of identification of any pending or threatened claims or charges, the School will notify the Commission’s Executive Director with all notices of claims.

Notice of Misconduct

If the School determines that any employee has a prior conviction of a felony, or any crime related to theft or misappropriation of funds, and any employee who is convicted of a felony during the term of an employee's employment, the School must provide notice to the Commission's Executive Director within five (5) days.

*Items are reported through the Annual Amendments and Changes Reporting benchmark.

Notice of Offense

Within 24 hours of finding any employee who has been convicted of an offense enumerated or referenced in chapter 28A.410 RCW, the School must notify the Commission's Executive Director via email. [Notice of Offense Form](#)

Staff Qualifications/Unprofessional Conduct

If the Board or School administrator(s) has reason to believe that an employee with a certificate or permit authorized under chapter 28A.410 RCW or chapter 28A.405 RCW has engaged in unprofessional conduct (Chapter 181-87 WAC) or lacks good moral character (Chapter 181-86 WAC), a complaint must be submitted to the Education Service District within which the School operates stating the basis for the belief and requesting submission of the complaint to OSPI. A copy of the School's complaint must simultaneously be sent to the Commission's Executive Director and OSPI's Office of Professional Practices. [Staff Qualifications Unprofessional Conduct Form](#)

Decrease in Enrollment

The School shall immediately report to the Commission a decrease in enrollment of 20% or more. [Decrease in Enrollment Form](#)

Timely Notification

Within 24 hours, notify the Commission's Executive Director (and other appropriate authorities) in the following situations. [Timely Notification Form](#)

1. The discipline of employees at the School that:
 - i. Results in suspension or termination;
 - ii. Arises from misconduct or behavior that may have endangered the educational welfare or personal safety of students, teachers, or other colleagues within the educational setting; or
 - iii. Is based on serious or repeated violations of law.
2. Any complaints filed, or action taken, against the School by any governmental agency.

Securing an Alternative Facility

As applicable, if use by the School of a facility is rendered impracticable by any cause whatsoever, or if the funds necessary to construct, renovate or upgrade a facility cannot be secured, the School shall be responsible for securing an alternative facility. The School must obtain written approval from the Commission to move into the alternative facility, subject to such terms and conditions as may be specified by the Commission. [Securing an Alternative Facility Form](#)

Training on Child Abuse and Neglect Reporting

If the school hires an employee during the year of operation, the School must provide the Commission evidence that the employee has completed training on child abuse and neglect reporting within five (5) business days of the hire. [Training on Child Abuse and Neglect Reporting Form](#)

Updated School Calendar

As applicable, any changes that cause the school calendar to differ materially from the calendar proposed and approved in the School's charter application are subject to Commission approval.

*Items are reported through the Annual Amendments and Changes Reporting benchmark

The below tables are descriptions and links to resources that describe the above annual compliance calendar. The annual compliance calendar is issued annually to schools and identifies the Commission specific reporting requirements that schools must satisfy. The charter contract identified this calendar as a requirement for the Commission to provide schools and in contract terms, it is the Master Calendar (Section 14.2.2).

Document Due	Submit To	Authority	Comments	School Board Action	Category	Template
Annual Budget	Commission	Contract § 9.14.2 <i>Annual Budgets</i>	On or before July 10 th of each year, the School will submit to the Commission the School’s Board-approved budget for the upcoming fiscal year. Please note that the budgeted enrollment must match the F203 submitted to OSPI. (Schools are required to use the Commission’s Budget and Quarterly Report template to satisfy this requirement.)	Requires School Board approval	Finance and Governance	Quarterly and Annual Budget Template Click here to return back to Calendar

Document Due	Submit To	Authority	Comments	School Board Action	Category	Template
Annual Budget Publication	Commission	Contract § 9.14.2 <i>Annual Budgets</i> WAC 392-123-054	Every charter school shall publish a notice stating that the charter school has completed the budget, placed it on file in the charter school administration office, that a copy thereof will be furnished to any person who calls upon the school for it, and that the school board will meet for the purpose of fixing and adopting the budget of the charter school for the ensuing fiscal year. Said notice shall be published at least once each week for two consecutive weeks in a newspaper of general circulation in the county or counties in which such school is a part. The last notice shall be published no later than seven days immediately prior to the hearing.	Requires School Board approval	Finance and Governance	N/A Click here to return back to Calendar

Document Due	Submit To	Authority	Comments	School Board Action	Category	Template
Annual F1 Personal Financial Disclosure Statement	Public Disclosure Commission	Contract § 4.10 <i>Public Disclosure Filing</i>	Members of a charter school board must file personal financial affairs statements with the Public Disclosure Commission (PDC). The date to file with the PDC is April 15 th . This is an annual requirement. The commission confirms submission to the PDC. New Board members have additional PDC requirements.	Requires School Board Member action	Governance	Click here to PDC Online Filing Click here to return back to Calendar
Annual Performance Report	Commission	Contract <i>Attachment 9</i>	The School shall submit an Annual Performance Report to the Commission and parents/guardians of students attending the charter school. (Waived for schools in the first year of operation.)	Requires consultation with the School Board	Finance, Governance, and Academics	School Created Click here to return back to Calendar
Annual School Board Meeting Schedule Posted	Passive Submission (verified by the Commission via School Website)	Contract § 4.9 <i>Open Meetings</i>	The annual charter School Board Meeting Schedule (including date, time and location) are posted to the School's website and on file with the Commission. This is a passive submission is checked in January.	Requires consultation with the School Board	Governance	Board Meeting Schedule Click here to return back to Calendar

Document Due	Submit To	Authority	Comments	School Board Action	Category	Template
Annual School Calendar	Commission	Contract § 5.22 <i>School Calendar</i>	Annually, the School will develop a school calendar for the following year and submit it to the Commission. The school calendar must meet the compulsory school attendance requirements of state law, financial guidelines, and state regulations. Any changes that cause the calendar to differ materially from the calendar proposed and approved in the School's charter application are subject to Commission approval. The calendar should include state assessments, norm-referenced or criterion-referenced interim assessments, and staff professional development.	Requires consultation with the School Board	Organizational	Annual School Calendar Click here to return back to Calendar

Document Due	Submit To	Authority	Comments	School Board Action	Category	Template
Asset Inventory	Commission	Contract § 14.1 SAAM, Section 30.40.30 – Inventory records requirements	Submit the historical inventory list of non-consumable assets of \$300 or more (including sales and ancillary costs) and identify whether acquired by public and/or private source.	Requires no School Board Action	Finance	Asset Inventory Click here to return back to Calendar
Assigned School Comparison	Commission	Contract § Attachment 8.3.H – Educational Program/Academic Accountability. Academic Performance Indicator 2	A current list of student addresses, in order to calculate the Assigned School Composite, the Commission will need to determine the traditional assigned school for students in your school. Please provide an <i>electronic spreadsheet</i> with the grade and street address, city, and zip code for each student enrolled in your school.	Requires no School Board Action	Academic	Assigned School Comparison Click here to return back to Calendar

Document Due	Submit To	Authority	Comments	School Board Action	Category	Template
Background Checks	Commission	Contract § 12.4 <i>Background Checks</i>	A current employee roster and proof of background check clearance for employees, board members, new hires, or contractors who will have unsupervised access to children are on file with the Commission. By the due date, if clearance is not yet secured for all employees, please include a status report and your plan for ensuring students will not be left unsupervised with employees whose clearance had not been completed.	Requires School Board Member action	Organizational	Background Checks Click here to return back to Calendar
Board Roster	Commission	Contract § 4.5 <i>Composition, Attachment III</i>	The School must submit current roster and when Board changes have been made (i.e., Board roster with contact information for all board members and identification of officers). The school must notify Commission of Board resignations within five days.	Requires School Board Member action	Organizational	Board Roster Click here to return back to Calendar
Board Training	Commission	Contract § 4.9 <i>Open Meetings</i> , 5.6 <i>Public Records</i>	Evidence Board members have completed open Public Meetings Act and Public Records Act training within 90 days of active membership.	Requires School Board Member action	Organizational	School Generated List Click here to return back to Calendar

Document Due	Submit To	Authority	Comments	School Board Action	Category	Template
F-196 Form	Commission	Contract § 9.8 State Accounting Requirements	On or before the 25 th day of October in each year, the school shall submit its F-196 (financial Statements) in EDS and update it for review and comment by the Commission.	Requires no School Board Action	Finance and Governance	F196 Guidance Click here to return back to Calendar
F-203	Commission	Contract § 9.8 State Accounting Requirements	On or before the tenth day of July in each year, the school shall submit its F-203 (estimates) in EDS and update it for review and comment by the Commission.	Requires no School Board Action	Finance and Governance	F-203 Guidance Click here to return back to Calendar
F-195	Commission	Contract § 9.8 State Accounting Requirements	On or before the tenth day of July in each year, the school shall prepare their budget for the ensuing fiscal year and update it for review and comment by the Commission EDS.	Requires School Board approval	Finance and Governance	F-195 Guidance Click here to return back to Calendar

Document Due	Submit To	Authority	Comments	School Board Action	Category	Template
F -195F	Commission	Contract § 9.8 State Accounting Requirements	On or before the tenth day of July in each year, the school shall prepare or update its four-year budget plan that includes a four-year enrollment projection and update it for review and comment by the Commission in EDS.	Requires School Board approval	Finance and Governance	<u>F-195 Guidance</u> Click here to return back to Calendar
Financial Audit Letter of Engagement	Commission	Contract § 10.1 <i>Audits</i>	The school must submit a board-approved letter of engagement from a public accounting firm certified in Washington (i.e., external audit firm) that includes the Memorandum of Agreement between the Washington State Auditor's Office and the accounting firm.	Requires School Board Approval	Finance	N/A Click here to return back to Calendar
Growth Summaries (MAP/STAR)	Commission	Contract § 14.1 <i>School Performance Framework</i>	The school must submit Fall to Spring Growth Summaries from the growth assessments administered in Fall, Winter, and Spring.	Requires no School Board Action	Academic	School Provided Click here to return back to Calendar

Document Due	Submit To	Authority	Comments	School Board Action	Category	Template
Independent Audit Report	Commission	Contract § 10.1 <i>Audits</i>	Within five (5) business days of the School receiving its Independent Audit Report/findings, the School must submit an audit report to the Commission. (Waived for schools in first year of operation.)	Requires School Board Approval	Finance	N/A Click here to return back to Calendar
Lock Down, and Fire Drills Conducted	Commission	Contract § 5.11 <i>Student Welfare and Safety</i>	School has provided evidence (fire drill schedule with School Leader signature) that lock down, and fire drills have been conducted.	Requires no School Board Approval	Organizational	Lock Down and Fire Drills Conducted Click here to return back to Calendar
School-Specific Goals/ Performance Targets	Commission	Contract § 14.1 <i>School Performance Framework</i>	Annually, the School and Commission must set performance targets designed to help the School meet its mission-specific educational and organizational goals, federal, state, and Commission expectations. Once agreed upon, those performance targets shall be incorporated into the Contract through amendment.	Requires School Board Approval	Governance, Organizational and Academic	Pending New Guidance Click here to return back to Calendar

Document Due	Submit To	Authority	Comments	School Board Action	Category	Template
Board Meeting Agendas	Passive Submission (verified by the Commission via School Website)	Contract § 4.9 <i>Open Meetings</i>	Agendas (including date, time and location) for all charter school board meetings (including regularly scheduled, special and emergency board meetings) are posted on School website.	Requires School Board approval	Governance	<u>Quarterly Board Meeting Agendas and Minutes</u> Click here to return back to Calendar
Board Meeting Minutes	Passive Submission (verified by the Commission via School Website)	Contract § 4.9 <i>Open Meetings</i>	All Board-approved board meeting minutes (including regularly scheduled, special and emergency board meetings) are posted to the School website.	Requires School Board approval	Governance	<u>Quarterly Board Meeting Agendas and Minutes</u> Click here to return back to Calendar

Document Due	Submit To	Authority	Comments	School Board Action	Category	Template
Quarterly Financial Report	Commission	Contract § 9.6 <i>Quarterly Reports</i>	The quarterly financial report has been submitted to the Commission within 45 days after the end of each quarter. Due on Jan. 14 th , April 14 th , July 15 th , and Oct 15 th . Schools are required to use the Commission’s Budget and Quarterly Report template to satisfy this requirement. Fourth Quarter Financial Reports are waived for schools in the first year of operation.	No School Board action required though Commission will look for evidence of review of financials at Board Meeting observations	Finance	Quarterly and Annual Budget Template Click here to return back to Calendar
Recurrent Enrollment	Commission	Charter School Act (28A.710.170(2)(e))	The Charter School Act and the Organizational Performance Framework require schools and authorizers to develop indicators, measures, and metrics related to year-to-year recurrent enrollment. The charter school’s recurrent enrollment for each year should be ambitious yet realistic.	No School Board action required	Governance	Recurrent Enrollment Click here to return back to Calendar

Document Due	Submit To	Authority	Comments	School Board Action	Category	Template
Student Transfers and Exits	Commission	Contract § 6.5 <i>Student Transfers and Exits</i>	The School has collected and reported (annually) to the Commission exit and entry data on all students transferring from, entering or otherwise exiting the School for any reason (other than graduation), voluntary or involuntary. Such data shall identify each departing student by name and shall document the date of and reason(s) for each student departure. If the School is unable to document the reasons for a voluntary student withdrawal, the School shall notify the Commission and provide evidence that it made reasonable efforts to obtain the documentation.	Requires no School Board action but School Board should be made aware of any notable trends in student transfers or exits	Organizational	Student Transfers and Exits Click here to return back to Calendar
Update Emergency Contact Information	Commission	Contract § 5.7 <i>Record Keeping & 14.2.2 Data and Reports</i>	On an annual basis, the School shall confirm that the Board, School Leader, and Management Team emergency contact information is current and is on file with the Commission.	School Board Action required	Organizational	Emergency Contact Information Click here to return back to Calendar

Document Due	Submit To	Authority	Comments	School Board Action	Category	Template
Update School Coordinators	Commission	Contract § 5.7 <i>Record-Keeping & 14.2.2 Data and Reports</i>	The School has provided evidence that the Civil Rights Compliance Coordinator, Section 504 Coordinator, Title IX Officer, Harassment, Intimidation, and Bullying (HIB) Compliance Officer, and State Assessment Coordinator have been named and submitted to OSPI and the Commission.	Requires no School Board action	Organizational	<u>School Coordinators</u> Click here to return back to Calendar
Update School Handbook (s)	Commission	Contract § 5.11 <i>Student Welfare and Safety, 5.15 Student Conduct & Discipline 9.1 Legal and Accounting Compliance</i>	The school has amended its student, employee and any other handbooks to comply with updates to applicable laws	School Board action may be required for any handbook amendments	Organizational	School Provided Click here to return back to Calendar

Document Due	Submit To	Authority	Comments	School Board Action	Category	Template
Update Staff Qualifications	Commission	Contract § 5.13 <i>Staff Qualifications</i>	Instructional staff, employees, contract personnel to include related service personnel, and all volunteers shall possess all applicable qualifications / certifications/ licenses as required by state or federal law. Instructional staff shall maintain active certification in accordance with chapter 28A.401.RCW, unless instructional staff meets the requirements of RCW 28A.150.203(7).	Requires no School Board action	Organizational	<u>Staff Qualifications</u> <u>Click here to return back to Calendar</u>
Update Training on Child Abuse and Neglect Reporting	Commission	Contract § 5.11 <i>Student Welfare and Safety</i>	Annually, the School must provide the Commission current evidence that all employees have completed training on child abuse and neglect reporting. And if the School hires an employee during the year of operation, the School must provide the Commission evidence that the employee has completed training on child abuse and neglect reporting within five (5) business days of the hire.	Requires no School Board action	Organizational	<u>Training on Child Abuse and Neglect Reporting</u> <u>Click here to return back to Calendar</u>

Document Due	Submit To	Authority	Comments	School Board Action	Category	Template
Updated Insurance Certification	Commission	Contract § 13.1 & 13.2 <i>Insurance Certification</i>	The School shall, by August 1 st of each year, provide the Commission with proof of insurance as required by the <i>Charter Contract</i> .	Requires no School Board action	Organizational	School Provided Proof Click here to return back to Calendar

Category	Months Starting in July ending in June											
	J	A	S	O	N	D	J	F	M	A	M	J
Financial	J	A	S	O	N	D	J	F	M	A	M	J
Annual Budget												
Annual Budget Publication												
Annual F1 Personal Financial Disclosure Statement												
Annual Performance Report												
Asset Inventory*				*								
F-196 Form												
F-203												
F-195												
F -195F												
Financial Audit Letter of Engagement												
Independent Audit Report												
Quarterly Financial Report												
Organizational	J	A	S	O	N	D	J	F	M	A	M	J
Annual Performance Report												
Annual School Calendar												
Background Checks*												
Board Roster												
Board Training*												
Lock Down, and Fire Drills Conducted												
School-Specific Goals/ Performance Targets												
Student Transfers and Exits												
Update Emergency Contact Information												
Update School Coordinators												
Update Staff Qualifications												
Update Training on Child Abuse and Neglect Reporting												
Updated Insurance Certification												
Academic	J	A	S	O	N	D	J	F	M	A	M	J
Annual Performance Report												
Assigned School Comparison												
Growth Summaries (MAP/STAR)												
School-Specific Goals/ Performance Targets												
School-Specific Goals/ Performance Results												
Governance	J	A	S	O	N	D	J	F	M	A	M	J
Annual School Board Meeting Schedule Posted+												
F-196 Form												
F-203												
F-195												
F -195F												
Quarterly Board Meeting Agendas												
Quarterly Board Meeting Minutes												
Immediate Notification	Within the timeframe outlined in the Annual Calendar per event type.											
Recurrent Enrollment												
School Leader Performance Evaluation (building & network leaders)												

QUARTERLY SCHOOL REVIEWS

Purpose:

As part of the Commission’s work in maintaining communication with schools and providing transparent oversight, the Quarterly School Reviews (QSRs) are conducted up to four times per year to review formative academic, financial, and organizational data. They are conducted to provide projected ratings on the performance framework reports for that given school year. Additionally, this allows the Commission Oversight staff to communicate with school leaders about general school updates, including areas that are going well, and understand challenges that the school is facing.

Quarterly review meetings were designed to ensure that there are no gaps in communication that could lead to end-of-year surprises when Annual Performance Frameworks reports are published. Quarterly review meetings serve as an opportunity for the Commission to provide projected ratings on the performance framework so that school leaders can make mid-year course corrections, if necessary.

Data/Sources Reviewed per Performance Framework:

Data will be reviewed on QSRs according to its data from the prior quarter of Annual Compliance Calendar item submissions or data released by OSPI or other state agencies.

Academic Performance Framework Data:

Academic data will be reviewed according to the OSPI data release schedule (listed below). Academic Performance Framework aligned data will be sent to the school in advance with an opportunity to respond to the data if determined necessary by the school.

- OSPI Report Card Data Upon Release, including but not limited to:
 - SBA Assessment
 - English Learner Assessment
 - Student Growth
 - Ninth Grade on Track (if applicable)
 - Dual Credit (if applicable)
 - Graduation (if applicable)
 - Enrollment
 - Kindergarten Readiness (if applicable)
 - Washington School Improvement Framework (WSIF)
 - The WSIF is a composite score and combines as many as nine indicators (such as graduation rates, attendance, and proficiency on state tests in math and English language arts) into a 1-10 scale. The school's score then determines the state supports for the school to improve. [Click here for more detailed information.](#)
 - [OSPI Planned Release Schedule](#)

- Assigned School Comparisons (ASC)
 - The ASC is generated by taking school-provided student enrollment lists, identifying the school that the student would have otherwise attended based on their address (this is weighted), and analyzing the performance of the charter school in comparison to the assigned school(s).
- Interim Assessment data (if applicable to School Specific Goal)

Organizational Performance Framework Data

The Organizational items that maybe discussed during the QSR, that correlate directly to the Organizational Framework, may include:

- Annual Compliance Calendar Submissions
 - Timely and accurate reporting of the submissions
- Board Observations
- Board Meeting Agenda and Minutes
- Consolidated Program Review (CPR)
- Washington Integrated System of Monitoring Report (WISM)
- Washington State Auditor Office Accountability Audit (SAO Audit)
- School Specific Goal self-reported progress and verification of progress

Financial Performance Framework Data

Financial data for the QSR will be based on the most recent quarterly financial information and/or information released/required for that time frame. Financial data includes:

- OSPI Finance Submissions
- CEDARS
- Quarterly Financial Reports
- Independent Financial Statement Audit
- Independent Audit Report
- Independent Audit Commission required template
- Washington State Auditor Office Accountability Audit

Logistics of QSR

All QSR dates and times of meetings are set at the beginning of the school year. Proposed meeting dates and times will be set by the Commission and sent to schools. Maintaining the agreed upon schedule for these meeting is critical. Rescheduling QSRs will only be made to accommodate exceptional circumstances.

Pre-populated QSR forms and Commission updates will be sent to the school prior to the meeting. The forum will include questions that will focus the conversation.

Meetings will be conducted with, at minimum, the School Leader and Principal along with a member of the Commission’s Oversight staff. Twice a year a School Board member is required to attend.

Meetings will last approximately 60 minutes. Time may be extended to 90 minutes if warranted; based on data/ performance framework concerns or Commission enforcement action, or to allow for more time to explore areas of concern more in depth.

Follow-Up Items

If items are brought up that require follow-up, this could be on the part of the school or the Commission, the follow-up should be done in a timely manner. Typically, the Commission asks that follow-up is completed in 5 business days, but it will be determined by on a case-by-case basis.

Use of QSR Information

The QSRs allow Commission staff to have a glimpse into the progress of the school and allows the school to provide the narrative of the school’s progress and/or interventions that are occurring. This is a time to collect data and information, and if school leaders ask for support, to connect them with other schools or resources that might be helpful. In addition, QSRs allow the Commission staff to provide an updated narrative for the Commissioners if requested.

The QSRs are one of artifacts that are used when the Commission staff creates the Annual Performance Framework Reports. These qualitative conversations allow for the Commission to have context for the quantitative ratings that are found within the reports. The schools also have an opportunity to respond to rating during the reports drafting stage prior to publication.

BOARD OVERSIGHT

According to educational researcher Gary Gruber, “no other singular variable is more important for the health and vitality of a school than the way that it is governed.” Charter school boards must oversee all factors critical to school success, including legal requirements, facilities, funding, community support & engagement, talent recruitment & retention, policymaking, and most importantly, student achievement. Due to the importance of effective board governance it is critical that authorizers ensure the schools they oversee are effectively governed.

- The Commission evaluates boards in the Organizational Performance Framework 3.a, 3.b, and 3.c in order to thoroughly evaluate these core questions, knowledge of board meeting structure and content is essential.

Board Documentation Requirements

Commission required Board documentation submitted on behalf of the board by school leadership/staff

- Board Meeting Schedule
- Board Roster
- Board Bylaws
- Board Contact Information
- Board Policy

Board Open Public Meeting Compliance

- Maintain Board section on school’s website
 - Post Agendas within compliance with OPMA And CSC Section 4.9
 - Post Board Approved Minutes
 - Board Members
 - Board Policies and Bylaws

Board Observations

A member from the Commission will conduct Board observations four times a year, unless more observations are warranted due to other enforcement actions. The observations may be conducted virtually or in person. See [Appendix D for Board Observation Template](#)

Commission staff (in some case Commission-contracted staff) will note whether the agenda was posted 48 hours in advance, and if in person if the location was easily identifiable for public. Commission staff will collect Board materials that are provided to the public, or request that the packet of materials are made available. The Board Observation will be focused on five key areas: logistics, academics, finances,

governance, and votes/actions taken. Typically, within five business days, the notes, along with any areas of concern, will be shared with both the School Leader and the Board Chair.

Note: The Commission is not required to participate in any board meeting, but rather is there as a member of the public. However, depending on the relationship with the board and the chair, boards may ask the Commission to participate, or the Commission may ask in-advance to present on a specific topic.

SCHOOL SITE VISITS

Purpose

The purpose of site visits is to serve as a tool to inform continuous improvement for the Washington State Charter School Commission (Commission), its authorized schools and to provide data points in determining a charter school's compliance with the *Organizational Performance Framework*.

General Process

The Commission has developed a charter school monitoring process that meets the authorizer's responsibilities under RCW 28A.710.100 (1) (e).

(1) Authorizers are responsible for:

- (e) Monitoring, in accordance with *Charter Contract* terms, the performance and legal compliance of charter schools including, without limitation, education and academic performance goals and student achievement; state and federal organizational and financial requirements; and
- (f) Determining whether each *Charter Contract* merits renewal, nonrenewal or revocation.

The Commission's monitoring process aligns with the terms of the *Charter Contract* and the *Performance Framework*.

The Commission Monitoring Review is an annual process, consisting of the following components:

- Formal site visit and/or quarterly school reviews to include interviews of school leadership, board member, student and families, teacher, special education and ELL staff and operations staff, and classroom visits
- Desk audit/documentation review.

The Site Visit is not intended to evaluate or judge instructional practices, but instead to determine compliance with the *Organizational Performance Framework*.

Each fall the Commission will schedule site visits, with applicable schools, in the spring and work collaboratively with the schools to develop a site visit schedule. The cumulative evidence collected during these site visits, become part of a body of evidence that inform the necessity for intervention,

the Annual Performance Report and ultimately renewal recommendations that are provided to Commissioners. The Commissioners make all final charter renewal decisions.

Given the close ties between school oversight and the renewal process, the Commission evaluates authorized charter schools through the lens of the Commission *Performance Framework* and the *Charter Contract* during all visits. These visits provide evidence of compliance and inform feedback that is provided to the schools regarding the extent to which schools are meeting the *Performance Frameworks* expectations and the provisions of their *Charter Contract*.

The Commission understands the many burdens on a school's schedule and appreciates the cooperation of school leaders and staff throughout the site visit process. The Commission has designed this guidance document to provide practical information about site visits, so schools know what to expect and how to prepare. Familiarity with the following procedures and protocols will help to ensure that each visit runs smoothly.

[Click here to access the full Site Visit Guidance](#)

STATE AND FEDERAL MONITORING

All state and federal fund allocations are appropriated directly from OSPI. The Commission does not allocate or monitor for state and federal program funds, though, it does use OSPI program monitoring reports, State Auditors Office, and information to evaluate a School's performance.

OUTSIDE AGENCY AUDITS

The Charter School Act (28A.710) requires that a charter school shall be subject to the financial audits, the audit procedures, and the audit requirements set forth in its charter contract. Charter schools authorized by the Commission are required, under the terms of their charter agreement with the Commission, to follow the audit requirements set forth by the OSPI.

ACCOUNTABILITY AUDIT – STATE AUDITOR'S OFFICE

School audits, as defined by the State Auditor's [website](#), can be financial, performance, accountability or apportionment audits of public-school districts.

The following items for an accountability audit may include:

- Board approved operating and financial policies and procedures.
- Board meeting minutes from date prior to the opening of the school to most recent, including drafts and approved minutes.
- Banking statements, and monthly reconciliations, bank authorized signers, copies of front/back of cancelled checks/warrants -to support payments made for transaction we might select (or ability to view these online).
- General ledger (to select transactions to test).

Demonstrate how the public and private assets/funding sources/expenditures are kept separate.

1. Accounts payable/Disbursements:

- Payroll records to support amounts paid to staff, such as time summaries, overtime payments and approval authorizations, leave without pay, all employment contracts (sometimes called offer letters), employment verifications, certificated staff degrees awarded, any credits earned for academic and in-service clock hours, certificate number, duty assignment, national board certification, SPED –all required certifications and time and effort for programs charged.
- Vendor contracts and rental/lease agreements-fully executed contracts, any written agreements to postpone payments.
 - Documents to support all vendor reimbursement claims, including receipts, invoices.

- Misc. Expenditures/payables—invoices, receipts, purchase approvals, reimbursement requests—explanation of what expense is for and/or what is the public purpose.
 - Example: Meals/light refreshments were provided to teaching staff. Perhaps for an all-day training. We would ask the why, and does your policy allow this, was it prior approved, does the purchase falls within the de minimis policy.
- 2. Credit card and related accounts (Amazon, Staples, etc.) Monthly statements, support for items listed in the statement (original receipts, purchase confirmation, etc.), purchase approvals, list of authorized users and their user agreements, and monthly reconciliations of charge accounts (showing there is accountability and oversight monitoring). Look at board policy for procedures, purchase limits, who are authorized to make/approve charges.
- 3. Petty Cash fund: log of expenditures/replenishment, monthly reconciliations, original receipts to support purchase, explanation of purchase.
- 4. Assets: historical itemized inventory list for all tangible items purchased. At minimum—Description of the items, designation of public or private funds used, total purchase amounts, date acquired, serial number, surplus date and documents to clearly support purchase is with public or private funds.
- 5. Enrollment: All records/reports to support student’s monthly enrollment claimed each month for basic, SPED, and any categorical.
 - School year calendar
 - P223s (the original and any updates)
 - Bell schedule
 - Student rosters
 - Student Schedules
 - Daily attendance
 - Entry/withdrawal reports
 - Student exit forms—required in charter contract
 - SPED—monthly detail counts—student name, ID, date of birth
 - SPED-IEP & Evals
- 6. S275 reporting for areas related to funding—years of experience, degree awarded, duty assignment, grade level, building assignment, national board certification
- 7. Transportation:
 - Daily driver route logs to support count for spring, fall, winter
 - Verification of Ridership Data (1022) forms for spring, fall, winter

- If using bus passes/tokens-list of students passes were given each month
- Support for McKinney-Vento students

8. Revenue Support for:

- OSPI direct apportionment deposits
- Third party deposits—student/teacher meals
- Deposit slips when provided by bank
- Banking statements and reconciliations

All original source documents to support all expenditures and revenues received (state & federal).

There could be other documents required to keep under records retention law going back prior to the opening of the school.

Check with the Secretary of State for more information around records retention: [click here](#).

CONSOLIDATED PROGRAM REVIEW

The Consolidated Program Review (CPR) monitors multiple federally funded programs under the Elementary and Secondary Education Act (ESEA). This process fulfills OSPI's compliance monitoring requirements under Federal regulations (2 CFR 200).

The CPR process consists of an OSPI team reviewing Local Educational Agencies' (LEA) federal and selected state programs. The monitoring activities are designed to focus on the results of the LEA's efforts to implement critical requirements of the ESEA using available resources and flexibility provisions.

Local Education Agencies (LEA) who are new experience CPR in a limited form in the second year of operation. In the fourth year of operation they go through a Full Consolidated Program Review. After year the full CPR the LEA is included in the typical monitoring schedule that the State Districts participate in.

Limited CPR reviews the following programs:

- 1.12 – Title I, A – School Parent Family Engagement Policy
- 1.15 – Title I, A – Schoolwide Program
- 1.17 – Title I, A – Targeted Assistance Program and Identification of Students
- 6.1 – Title II, A – Teacher Professional Qualifications
- 6.2 – Title II, A – Parents Right-to-Know (Timely Notice)
- 7.1 – Title III – Identification
- 7.2 – Title III – Parent Notification
- 7.5 – Title III – English Language Development Services
- 7.7 – Title III – Professional Development

- 7.9 – Title III – Program Evaluation 10.1 – Homeless – LEA Policy
- 10.4 – Homeless – LEA Liaison
- 10.5 – Homeless – Identification of Students
- 10.10 – Homeless – Posting of Rights and Parent Information
- 14.1 – Civil Rights – Compliance Coordinators
- 14.2 – Civil Rights – Nondiscrimination Statement
- 14.3 – Civil Rights – Complaint Procedures: Discrimination and Sexual Harassment
- 14.4 – Civil Rights – Section 504
- 14.5 – Civil Rights – Interpretation and Translation Services

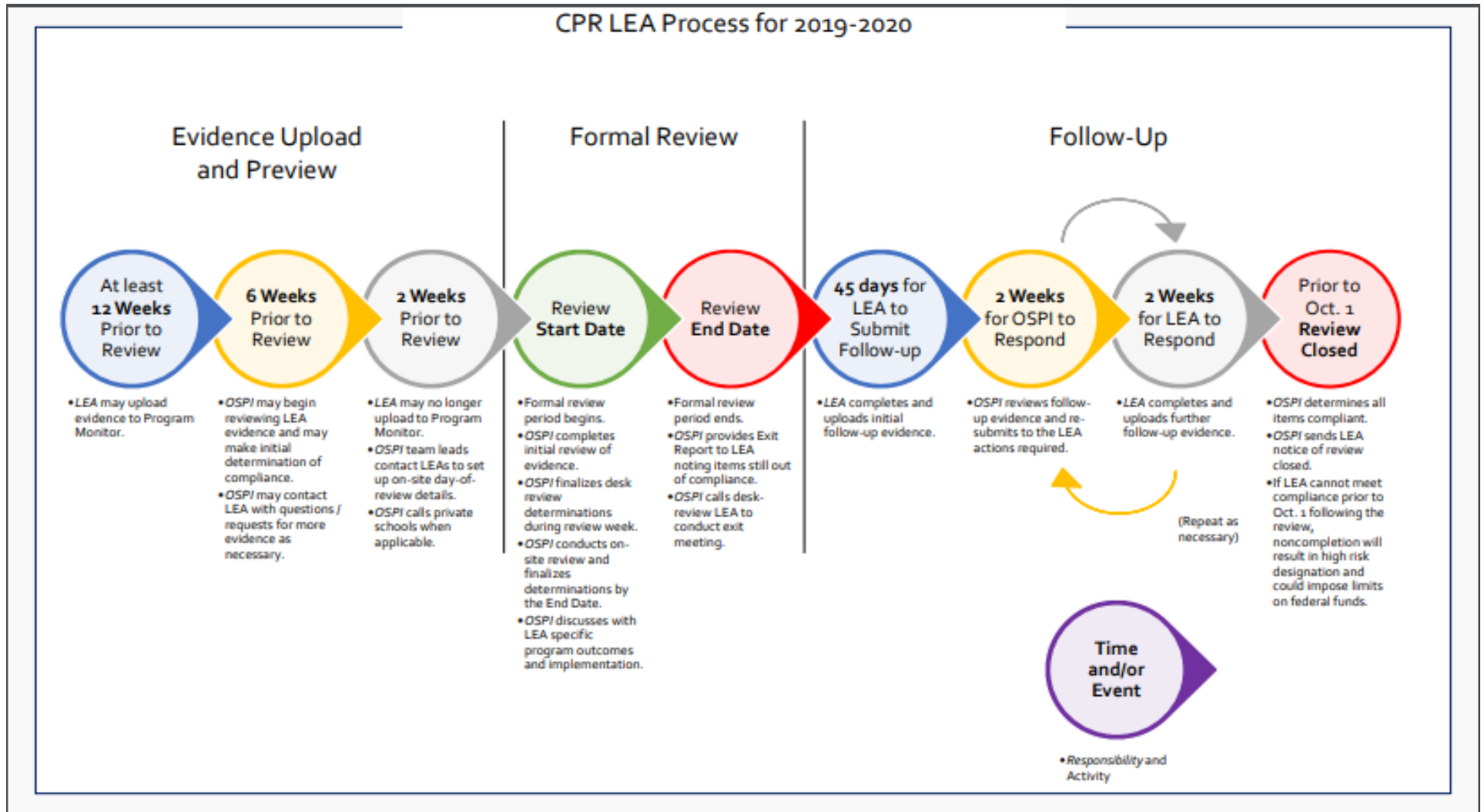
Full CPR reviews the following programs:

1. Title I, A - Improving Academic Achievement
2. LAP (Learning Assistance Program)
3. Title I, C - Migrant Education
4. Title I, D - Neglected and Delinquent
5. Test Fee Reduction
6. Title II, A - Teacher and Principal Quality
7. Title III/TBIP (Transitional Bilingual Instructional Program)
8. Gun-Free Schools Act
9. Title V, B - Rural Education
10. Title IX - McKinney-Vento (Students Experiencing Homelessness)
11. Highly Capable
12. CTE/Perkins (Career and Technical Education)
13. Private Schools
14. Civil Rights
15. Fiscal Cross-Cutting
16. System and School Improvement
17. Foster Care
18. Title IV, A - Student Support and Academic Enrichment
19. Tribal Consultation

[OSPI Consolidated Program Review homepage](#)

[WSSDA for policy models](#)

Sample overview of the CPR LEA Process:



[CPR LEA Process 2019-20 Link](#)

WASHINGTON INTEGRATED SYSTEM OF MONITORING (WISM)

WISM conduct reviews of special education programs in Washington school districts. The term school districts (also called local education agencies, or LEAs) includes Educational Service Agencies and Charter Schools. Our primary focus is on improving educational results and functional outcomes for all students with disabilities.

Washington Integrated System of Monitoring (WISM) is designed to:

- Promote special education program effectiveness, and
- Ensure we meet our state supervision and oversight requirements for special education programs under state and federal law.

Determinations

OSPI is required to make annual "determinations" on school districts' overall compliance with the Individuals with Disabilities Education Act (IDEA Section [616\(a\)](#), [CFR 300.600](#) & [300.602](#), and [WAC 392-172A-07012](#).)

The four levels of determination are:

1. Meets Requirements
2. Needs Assistance
3. Needs Intervention
4. Needs Substantial Intervention

Systems Analysis (on-site visits or off-site desk reviews)

If selected, the school district or LEA will be chosen for either an on-site visit OR off-site desk review. Both on-site visits and off-site desk review follow the same sequence of events, and the scope of the review is the same. Systems analysis follows a checklist aligned with the federal monitoring checklist (OSEP's Critical Elements Analysis Guide, or CrEAG). It includes:

System-Level Review (4 Critical Elements)

1. Data Verification - Does the LEA or ESA have a data system that is reasonably designed to collect and report data that are valid, reliable and reflect actual practice and performance?
2. Fiscal Accountability - Does the LEA or ESA have procedures that are reasonably designed to ensure that funds are budgeted and expended in accordance with federal requirements?
3. Dispute Resolution - Does the LEA or ESA have procedures and practices that are reasonably designed to implement the dispute resolution requirements of IDEA?
4. Monitoring Priority Areas - Includes: Child Find; Least Restrictive Environment (LRE); Discipline; Transition (early childhood and post-secondary); and Disproportionality

--AND--

Student-Level Review - Confirmation of services delivered based on a properly formulated IEP that is developed as a result of a comprehensive evaluation.

- [Evaluation Review Form](#)
- [IEP Review Form](#)

For more information please use the link [OSPI Washington Integrated Sub-recipient Monitoring Website](#).

FINANCE

Commission's Role

As with the other OSPI programs, the Commission **does not** serve as the liaison between the School and OSPI for all required OSPI state and federal programs reporting. All OSPI required data submissions should be sent to the appropriate OSPI program. The Commission collaborates with OSPI to ensure OSPI training and clear and timely notifications are provided to Schools.

The Commission **does** evaluate Schools' financial viability based on the Financial Performance Framework. Additionally, per the *Charter Contract*, the School has several financial contractual requirements with the Commission (quarterly financial reporting and annual audits).

The Apportionment team via the Charter School Engagement Supervisor at OSPI:

- Is the main contact for Commission Schools' apportionment questions;
- Distributes per pupil revenue (PPR) and categorical funding;
- Distributes state and federal grant revenue;
- Collects OSPI-specific financial reports; and
- Monitors and supports financial compliance regarding all OSPI state and federal program apportionments.

School's Role

- The School's role in finance is to:
- Submit all OSPI required financial reports;
- Submit requests for funds to receive grant reimbursements;
- Comply with GAAP (Generally Accepted Accounting Principles);
- Meet the Financial Framework targets:
 - 1.a Current Ratio (Near-Term);
 - 1.b Unrestricted Days Cash (Near-Term);
 - 1.c Debt Default (Near-Term);
 - 2.a Total Margin (Sustainability);
 - 2.b Debt-to-Asset Ratio (Sustainability);
 - 2.c Cash Flow (Sustainability); and
 - Enrollment Variance
- Complete and submit Commission-required quarterly financial reports;
- Complete Commission-required annual audits.

Charter School Finance Reporting

Charter schools in the State of Washington are governed by the Charter School Act (RCW 28A.701) and all the applicable regulations that are promulgated by OSPI (WAC 392), the Commission (WAC 108), and the Washington State Board of Education (WAC 180).

The Charter School Act requires charter applicants to be non-profit entities and it also requires charters to follow the accounting and finance rules set up for governmental entities (GAAP). This leads to some confusion over which rules to follow. The generally accepted advice is for schools to use their best professional judgement and to ask questions of the Commission, OSPI and the Washington State Auditor when things are unclear.

This overview is divided between the reporting requirements, first for the Commission that utilizes a categorical template developed by the Commission and, second, for OSPI that utilizes a system of programs, activities and object codes. This overview is to help in understanding the systems and reports for financial reporting. They are all embedded in the compliance calendar and in other guidance documents.

Commission Reporting Overview

Annual Budget - Budgets are developed through the late spring and submitted prior to July 10 for the upcoming school-year. The school's annual budget must be approved by the school's board and the student enrollment must match what is reported to the state through the state's reporting of the F-203 and F-195. The Commission provides a [Budget and Quarterly Report Template](#) that will be a part of the quarterly financial reports.

Annual Budget Publication – As the school's board approaches the adoption of the annual budget, the school must provide notice of the board meeting to approve budget in a newspaper of record for two weeks leading up to the meeting and make it available for public review.

Financial Audit Letter of Engagement – This letter states that the school has an agreement for the annual independent financial audit at the end of the school year. It is a letter (contract) that outlines the process of the audit and what the school needs to provide. The independent financial audit report is the what the Commission will use to assess the school's financial performance against the Financial Performance Framework indicators, measures and targets.

Asset Inventory – The School shall maintain a complete and current inventory of all school Assets that cost more than \$5,000 (including sales tax and ancillary costs) and Small and Attractive Assets that cost \$300 or more (including sales tax and ancillary costs). Schools must submit an inventory list in October of all non-

consumable assets and shall take reasonable precautions to safeguard assets acquired with public funds. Schools are required to identify whether the items were purchased using public or private funds. Assets shall be deemed to be public assets if at least 25 percent of the funds used to purchase the asset were public funds. Public funds include, but are not limited to, funds received by the School under chapter 28A.710 RCW, as well as any state or federal grant funds. Any items that are disposed of must follow the proper guidelines outline in [RCW 43.19.1919](#). Any assets acquired wholly with private funds shall be disposed of consistent with Washington nonprofit law, provided that the School must maintain records demonstrating the percentage of public funds used to acquire assets. If the School’s records fail to establish clearly whether an asset was acquired with the use of public funds, the assets shall be deemed to be public assets. Per Charter Contract Section 5.9.

Quarterly Financial Reports – Using the [Budget and Quarterly Report Template](#) schools are required to provide a current report on Jan. 14th, April 14th, July 15th, and Oct 15th. 4th Quarter Financial Reports are waived for schools in the first year.

Independent Audit Report - The Independent Financial Audit which was contracted early in the academic school year comes in the following fall. Schools are required to submit the report within five days of receiving it and fill out the [Audit Template](#) for analysis. This is waived for schools in first year of operation.

Annual Financial Report – The report is created by Commission staff based on the Annual Financial Audit and the information is provided to the Commission and made public.

State Reporting Overview

Acronyms

ALE – Alternative Learning Experience

BEA – Basic Education Allocation

CAS – Certificated Administrative Staff

CCDDD – CC=County Code / DDD=District Code

CIS – Certificated Instructional Staff

CLS – Classified Staff

CTE – Career and Technical Education

FTE – Full Time Equivalent

HiCAP – Highly Capable

LAP – Learning Assistance Program

LEA – Levy Equalization Act / Local Effort Assistance

MSOC – Materials, Supplies and Operating Costs

PLD – Professional Learning Days

SAFS – School Apportionment and Financial

SPED – Special Education

TBIP – Transitional Bilingual Instruction Program

Reporting Systems

The following are additional OSPI reporting systems, that the Commission will be able to access, that schools utilize to stay in compliance with OSPI reporting areas, in particular around financial reporting.

EDS – The Education Data System (EDS) is a set of online applications that the OSPI uses for school funding. It is through these applications that schools file their reports and provide information to the state for a variety of reasons and purposes. Each school has a “Security Manager” that can grant access to applications and the creation of accounts. The EDS Login <https://eds.ospi.k12.wa.us/>

CEDARS – The Comprehensive Education Data and Research System (CEDARS) tracks school information including student, teacher, and other staff data, the courses offered, and other demographic information. **In September**, schools are required to provide information that guides the allocation of resources in many different areas. Here is the link to the CEDARS Data Manual.

iGrants – The application that collects data for many different Grant programs, from the Charter School Program to Special Education, federal funding, competitive grants (RFP’s) and end of the year reports. The application is in EDS and has a user manual and tutorials within the system.

Assurances – These are a necessary part of the apportionment process. In the iGrants application located under “My Applications” in EDS, there are forms for schools to acknowledge requirements and who at the school is responsible for program compliance. **SAFS** will withhold funds for these programs until these assurances are filed.

WISM – Washington Integrated System of Monitoring is designed to promote special education effectiveness and ensure meet oversight requirements. The applications for federal funding are explained on the Special Education section of the OSPI website and grant requests and applications would go through the iGrants application.

STARS –Student Transportation Allocation Reporting System. Charter schools report the number of students they transport in STARS **three times a year in October, February, and May**. Transportation funding for charters is based on the district where the school is located, and schools are encouraged to work with their regional transportation coordinators.

School Apportionment and Financial Services

SAFS – The School Apportionment and Financial Services division at OSPI allocates and distributes state funds to schools. Charter schools file reports on enrollment, personnel, finances, and transportation. It is through these reports that schools receive state funding – **so it is important to understand and file these reports in an accurate and timely manner.**

Accounting Manual for Public Schools – The manual governs the accounting procedures of each school district and charter school in the state of Washington. It is the “big book” of rules and regulations that govern public schools, including charter schools.

F-203 – This report is **filed in the summer** and helps schools and OSPI make estimates on the following year’s budgets and is included on their posted budgets. Once you log into the system, it will estimate state funding based on the enrollment entered. There is also what is called an “X” option that allows schools, after their first year of operation, to input information to make estimates that are not a part of their reporting. It is important to be as accurate with the enrollment estimates because the first part of the year’s state funding is based on these estimates and if they are over, it will result in reduced funding in the second half of the year.

F-195 and F-195F – **Filed in July**, the **F-195** is the budget for the upcoming year. The **F-195F** is a four-year budget forecast. OSPI requires schools to follow Government Accounting Standards Board or GASB accounting principles while schools also need to follow Financial Accounting Standards Board or FASB for their nonprofit reporting. The different accounting structures can be confusing. OSPI and the Commission has identified the expenditures in the Commission’s budgeting template and created a “cross walk” or key for to identify the OSPI Program and Activity codes to help in filing the report. Some schools utilize software like Skyward that will serve the same function for many of these reports.

There are 46 different programs that are utilized in the SAFS system and charter schools, by their nature, will utilize 8–10 of these programs in their reports. They will also utilize fewer of the activity codes as well. In each program, there are expenditure object codes that classify spending. Charter schools utilize the object codes for salaries, benefits and taxes, supplies, services, and travel. If you’d like a copy of the crosswalk, please contact Mike Sando, mike.sando@k12.gov.

P-223 and P-223H – These are enrollment reports that are **filed monthly** through the “New Enrollment” tab in the SAFS application. The P-223 is for general enrollment and the P-223H is for special education students. They include reporting students that are in and have been in the Transitional Bilingual Instructional Program (TBIP), at skill centers, in running start programs, or other programs like Alternative Learning Environments, etc.

K-3 Class Size – This report is used to check compliance with class size requirements. Schools report on a monthly basis their enrollment and personnel in grades K-3. It is a separate application listed under the initial “My Applications” tab in the EDS. The K-3 class size calculation is based on the P-223, P-223H and the S-275 reports.

S-275 – The personnel reports that are required for OSPI and federal reporting. The report of the staff that you had the previous year is **filed in September** and the final report for the current year is **filed in October**. You will need to report your certificated staff, and their education information and clock hours. You will also report your classified staff.

Note: In the above section underlined items are hyperlinked to more in-depth resources.

COMMISSION DATA ACCESS

Education Data Systems Administration (EDS)

The Education Data System is a centralized suite of web-based applications that house a variety of educational data. It is used by state agencies, educational service districts (ESDs), school districts, schools, teachers, teaching certificate applicants, non-profit organizations and businesses for a variety of purposes related to education in the State of Washington. This system is administered by data security managers for each organization and maintained by OSPI. Data security managers are responsible for managing the information and security for their organization. The EDS Administration application enables data security managers to collect, submit, review, and change information (directory data) for your school that is maintained in EDS, as well as manage user security access. It is important to maintain your directory data so all reports required by Federal and state law will be accurate for your schools and district.

[EDS Login](#)

[EDS Manual](#)

EDS access requirements for Commission staff

Schools must provide EDS access to CSC Oversight staff with these permissions within EDS for purposes of oversight monitoring.

- CAA/CIA User
- CEDARS District Administrator
- CEDARS Report Viewer
- CEDARS Search User
- Report Card Preview User
- Washington Assessment Management System (WAMS) User
- Washington Query User
- Teacher Quality Data Collection User
- PI_Preview Basic User
- Behavior and Weapons

CEDARS

The Comprehensive Education Data and Research System (CEDARS) is a longitudinal data warehouse of educational data. Districts report data on courses, students, and teachers. Course data includes standardized state course codes. Student data includes demographics, enrollment information, schedules, grades, and program participation. Teacher data includes demographics, certifications, and schedules.

[CEDARS homepage](#)

[CEDARS training and materials](#)

COMMUNICATION PROCESS FOR SCHOOL-LEVEL CONCERNS

The Washington State Charter School Commission (Commission), a state agency, functions as an authorizer for high quality charter schools in Washington. The Commission is responsible for making sure that each charter school executes, and performs within, the guidelines, standards and goals set forth in its Charter Contract and that the charter school complies with state and federal laws and regulations. Charters have the freedom to establish their own policies, design their own educational program, and manage their own human and financial resources. On occasion, a parent/guardian, charter employee, and/or citizen will contact Commission staff regarding a concern or complaint about a charter school. When this occurs, Commission staff document the phone call/email including a summation of the complaint along with caller/emailer's contact information. After the call/email is documented, the following procedures is followed. *

*Except in unusual, emergency or situations involving the health and safety of students and/or staff, Commission staff will follow the following procedures in dealing with the concerns about our schools. The Commission will contact the school within 24-72 hours to inform them that the Commission has received a concern pertaining to the school.

In most cases if there does not appear to be an emergency or contract violation, Commission staff will refer the caller/email back to the school for resolution. The Commission will refer individuals to reference the school's complaint process to confirm they are familiar with school's policies, guidelines, and reference materials. In addition to referring the caller/emailer back to the school, Commission staff will inform the school leader or school point of contact of the call/email. Commission staff will request that the school leader or school point of contact keep the Commission updated if the caller/emailer contacts the school.

If the caller/emailer states that they have gone through the school's complaint process, then the Commission will contact the charter school leader or point of contact and inform them of the call/email. This call will be documented and will focus on the caller/emailer's assertion that they followed the school's complaint process. While charter contact section 5.20 Complaints states that the school will establish a process for resolving public complaints, including complaints regarding curriculum, which shall include an opportunity for complainants to be heard and the final administrative appeal shall be heard by the Board, not the Commission, Commission staff will ask for evidence that the school followed its complaint process. If it is determined that the schools actions were not illegal and followed appropriate process, then Commission involvement regarding the caller/emailer ends. If it is determined that the school did not follow its complaint process, then the Commission may choose to implement an enforcement action (Letter of Inquiry, Notice of Perceived Problem, etc.).

COMMISSION INTERVENTIONS

The fundamental responsibility of Washington State Charter School Commission (Commission), like all charter authorizers nationwide, is to ensure quality charter school oversight that maintains high standards of school performance, safeguards student and public interests. One of the primary mechanisms for fulfilling this purpose is a comprehensive accountability system that sets clear standards of performance, protects school accountability, and conducts oversight to evaluate performance and monitor compliance.

Through its ongoing monitoring of its schools' performance, the Commission may from time to time uncover academic, financial or operational performance that does not meet its established standards. The Commission has established policies for how it responds to areas of deficiency fairly, transparently, and consistently. Those policies are codified in agency rules, Washington Administrative Code (WAC) 108-40.

These WACs align to the National Association of Charter School Authorizers' (NACSA) *Principles & Standards for High Quality Authorizing* by:

- Establishing and making known to schools at the outset an intervention policy that states the general conditions that may trigger intervention and the types of actions and consequences that may ensue;
- Give schools clear, adequate, evidence-based, and timely notice of contract violations or performance deficiencies;
- Allow schools reasonable time and opportunity for remediation in non-emergency situations; and
- Where intervention is needed, engage in intervention strategies that clearly preserve school autonomy and responsibility (identifying what the school must remedy without prescribing solutions).

CONDITIONS THAT TRIGGER INTERVENTION

The Commission's WACs align to the performance expectations that are established in its Performance Framework and charter contract. While it is unrealistic for the Commission to list each and every condition that could trigger intervention, it is important to identify, in general, the conditions that could trigger interventions. Those conditions are:

- Failure to meet academic performance expectations, as defined by the Academic Performance Framework;
- Failure to meet indicators of financial viability;
- Non-compliance with established expectations;
- Violations of federal or state statutes and applicable board policy and/or breaches of contract;
- Issues pertaining to student safety, equity or access;

- Adverse findings in routine oversight;
- Substantiated complaints.

INTERVENTION & CORRECTIVE ACTION

The Commission has identified several interventions it may choose to exercise in its oversight of charter public schools. Below is a list of explanations of interventions the Commission may choose to utilize.

Intervention Type	Explanation
Letter of Inquiry	<p>If the Commission receives information (for example, a compliant and/or information that the school is operating out of compliance with their charter contract) that results in the need for more information and/or facts to determine if a violation of the charter contract occurred, it may choose to implement an intervention protocol that includes a fact gathering phase. During the fact gathering phase it is at the Commission’s discretion whether it provides the chart school information about the inquiry or investigation. One consideration is the possible impact of the disclosure on the inquiry or investigation. If there are sufficient facts that indicate a charter school’s performance or legal compliance is unsatisfactory the Commission may send a letter to the school outlining the concern/complaint as well as a request for additional information/documentation. Should the Commission deem an inquiry or investigation necessary, it may request access to facilities, data, information, and staff. Charter schools are required to provide access to facilities, data, information, and staff in the manner and timeframe requested by the Commission. However, the Commission will consider requests to adjust the manner and timeframe for access if the school provides good cause. Failure to provide access as requested shall be considered a material and substantial violation of the charter school's legal and contractual obligations. (WAC 108-40-030(1)(2)) (Charter Contract Sections 15.1, 15.2, 15.2, 15.4, 16.1, 16.2, and 16.3)</p>
Notice of Perceived Problem	<p>In most situations, at the point of the inquiry or investigation when the Commission has reason to believe that a charter school’s performance or legal compliance is unsatisfactory, the Commission will promptly notify the school of the perceived problem by issuing, in writing, a Notice of Perceived Problem to the school.</p> <ul style="list-style-type: none"> • The school must respond in writing to the Notice of Perceived Problem within ten <u>working</u> days.

	<ul style="list-style-type: none">• Once the school submits its response to the Notice of Perceived Problem, the response will be reviewed along with any and all evidence and information available and determine the extent to which the response adequately addresses the issue(s) outlined in the Notice of Perceived Problem.• If it is determined that the school’s performance or legal compliance is satisfactory, Commission staff will notify the school of this result. If it is determined that the school’s performance or legal compliance is unsatisfactory. The Commission will issue Corrective Action.• Commission staff will note the issue, Letter of Concern and school’s response in the charter school’s file. <p>If the perceived problem is substantiated the Commission issues deficiency findings and pursues corrective action and or sanctions.</p>
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CHARTER CONTRACT QUICK REFERENCE GUIDE

BOARD MEMBERSHIP	Article	Section or Attachment
Public Disclosure Filing	IV	4.1
Composition	IV	4.5
Change in Status or Governance Documents	IV	4.6
Conflicts of Interest	IV	4.8
Governing Law and Enforceability	XVII	17.3
Governance Documents		Attachment 2
Board Roster and Disclosures		Attachment 3
ENROLLMENT	Article	Section or Attachment
Enrollment Policy	VI	6.1
Maximum Enrollment	VI	6.2
Annual Enrollment Review	VI	6.3
Decrease in Enrollment	VI	6.4
Right to Remain	VI	6.6
Tuition Fees	VII	7.1
Enrollment Policy		Attachment 10
TIMELY NOTIFICATION	Article	Section
Notification to Commission	V	5.21

OPEN GOVERNMENT	Article	Section or Attachment
Non-Profit Status	IV	4.3
Composition	IV	4.5
Change in Status or Governance Documents	IV	4.6
Conflicts of Interest	IV	4.8
Open Meetings	IV	4.9
Ethics	V	5.5
Public Records	V	5.6
Record Keeping	V	5.7
Board Roster and Disclosures		Attachment 3
Statement of Assurances		Attachment 8
STUDENT RIGHTS	Article	Section or Attachment
Non-Discrimination	V	5.8
Student Welfare and Safety	V	5.11
Student Conduct and Discipline	V	5.15
English Language Learners	VII	8.6
Students with Disabilities	VII	8.7
Accessibility	XI	11.1
Health and Safety	XI	11.2

REQUIRED STATE ASSESSMENTS

More information on state assessments can be found on the **OSPI Assessment** page or by contacting Christopher Hanczrik at OSPI, christopher.hanczrik@k12.wa.us.

General Testing Timeline

For the most up-to-date testing windows and timelines for state-required assessments, including Smarter Balanced Assessments (SBA), End-of-Course tests (EOC), and Science Measurements of Student Progress (MSP), please visit **OSPI Assessment**.

Please note that not all assessments take place in the spring; some assessments are administered multiple times a year. Also, some assessments are administered in an online environment.

Washington State Assessments Descriptions

Washington students are tested regularly by the state to assess their progress as they move through school. State tests include the following:

- **Smarter Balanced Assessments (SBA):**
 - English language arts (ELA) and math tests grades 3-8, and 10
- **Washington Comprehensive Assessment of Science (WCAS):**
 - Science test for grades 5, 8 and 11
- **Washington - Access to Instruction and Measurement (WA-AIM):**
 - ELA, math, and science alternate assessments for students with significant cognitive challenges documented in their Individualized Education Program (IEP).
- **English Language Proficiency Assessment for the 21st Century (ELPA21) Screener:**
 - The ELPA21 screener assesses the reading, writing, listening, and speaking knowledge and skills of students whose families answer "yes" to questions #2 or #3 on the Home Language Survey. The ELPA21 screener is used to determine student eligibility for English language development (ELD) services.
- **English Language Proficiency Assessment for the 21st Century (ELPA21):**
 - The ELPA21 is an online annual summative assessment of English language proficiency. Reading, Writing, Speaking, and Listening skills are assessed and scores are used to determine continued eligibility for English language development (ELD) services in school. Only students whose families answered "yes" to questions #2 or

#3 on the Home Language Survey and placed into ELD services through a placement exam take this assessment.

- **OSPI-Developed Assessments (formerly CBAs) and OSPI-Developed Performance Assessments (formerly CBPAs):**
 - The state develops classroom-based assessments for the **Arts, Educational Technology, Health and Physical Education**, and **Social Studies** based on the state's learning standards to help guide day-to-day instruction. State curriculum specialists create tasks and questions that model good assessments and provide them to local school districts.

- **National Assessment of Educational Progress (NAEP):**
 - NAEP is a national assessment that allows educational achievement to be compared across states. Federal law requires every state to give the NAEP in reading and math at grades 4 and 8 every two years. States and school districts that receive Title I federal funding to aid educationally disadvantaged students in high poverty areas must participate in these assessments. Other subjects also are tested.

- **Washington Kindergarten Inventory of Skills (WaKIDS):**
 - This program helps bring families, teachers, and early learning providers together to support each child's learning and transition into public schools.

OSPI Data Release Schedule by Month (Subject to Change)

Category	Months Starting in July ending in June												
	J	A	S	O	N	D	J	F	M	A	M	J	
Academic													
Assessment													
English Learner Assessment													
Student Growth													
Student Discipline and Exclusion Rate Data													
Regular Attendance													
Ninth Grade on Track													
Dual Credit													
State Targets - Assessment, Graduation, EL Progress													
Graduation													
All Educator Measures													
Dual Language Programs													
Enrollment*													
Kindergarten Readiness*													

APPENDIX B: CHARTER SCHOOL RCW QUICK REFERENCE

CHARTER SCHOOL RCW TITLE 28A Chapter 28A.710	
Sections	State RCW
Definitions-Applicant, At-risk student, Authorizer, Charter Contract, Charter School, Charter School Board, Commission, Parent, Student.	28A.710.010
Charter schools—Parameters.	28A.710.020
Charter school boards—Powers.	28A.710.030
Charter schools—Requirements.	28A.710.040
Admission and enrollment of students—Capacity—Specialized learning environments.	28A.710.050
Enrollment options information—Earned credits—Participation in district-sponsored interscholastic programs.	28A.710.060
Washington state charter school commission.	28A.710.070
Charter school authorizers.	28A.710.080
Charter school authorizers—Approval process.	28A.710.090
Charter school authorizers—Powers and duties—Delegation of authority—Annual report—Liability.	28A.710.100
Authorizer oversight fee—Establishment—Use.	28A.710.110
Oversight of authorizers—Notification of identified problems—Process for revocation of authorizer's authority—Timelines for actions.	28A.710.120
Charter school applications—Solicitation for proposals, content—Charter school application, content.	28A.710.130
Charter applications—Submission—Approval or denial.	28A.710.140
Maximum number of charter public schools—Process—Certification—Lottery—Notice.	28A.710.150
Charter contracts—Contracts with charter schools existing on or before December 1, 2015.	28A.710.160
Charter contracts—Performance framework.	28A.710.170
Charter schools—Oversight—Corrective action.	28A.710.180
Charter contracts—Renewal.	28A.710.190
Charter contracts—Revocation or refusal to renew.	28A.710.200

**CHARTER SCHOOL RCW
TITLE 28A Chapter 28A.710**

Sections	State RCW
Charter school termination protocol—Dissolution of nonprofit corporation applicant—Transfer of charter contract.	<u>28A.710.210</u>
Student enrollment reporting—Funding—Distribution and reconciling of funding in school's first year of operation.	<u>28A.710.220</u>
Facilities—State funding for common school construction.	<u>28A.710.230</u>
Calculation of certificated instructional staff service years.	<u>28A.710.240</u>
Annual reports—Recommendation regarding additional schools.	<u>28A.710.250</u>
Charter schools oversight account.	<u>28A.710.260</u>
Appropriations from Washington opportunity pathways account.	<u>28A.710.270</u>
Distribution of funding—Rules.	<u>28A.710.280</u>
Personal financial affairs statements—Commission members—Charter school board members.	<u>28A.710.290</u>
Interschool athletic activities—Washington interscholastic activities association rules.	<u>28A.710.300</u>
School employees' benefits board—Insurance benefits.	<u>28A.710.350</u>
Application of chapter 241, Laws of 2016—Contracts for charter schools established before April 3, 2016.	<u>28A.710.900</u>
Effective date—2016 c 241.	<u>28A.710.901</u>

APPENDIX C: BOARD MEETING OBSERVATION FORM

School:		Date:		Time:		
Meeting Logistics						
Was meeting notice posted (3a)?		Yes	Did the Board meet quorum (3a)?		Yes No	
No						
Directors Absent Listed:						
Approval of Previous Meeting Minutes:					Yes No	
Approval of Previous Meeting Minutes Comment(s):						
Items Discussed						
Academics		Finances/Operations		Governance		
■		■		■		
Votes/Action Taken/Next Steps/Recommendations/Resolution (Designated by)						
■						
■						
■						
■						
Performance Framework Notes						
Is the School Governing Board complying with governance requirements?						
3a	Did the Board operate in compliance with Open Public Meetings laws (meeting agenda posted to website, quorum of board members present, open voting, executive session, etc.)?				Yes	No
	Notes:					
	Did the Board operate in compliance with its bylaws (membership, quorum, etc.)?				Yes	No
	Notes:					
Were all directors engaged and participating in the meeting?				Yes	No	

	<i>Notes:</i>		
	Did all directors offer expertise either in discussion or next steps?	Yes	No
	<i>Notes:</i>		
	Were any conflicts of interest noted?	Yes	No
	<i>Notes:</i>		
	Did the Board Approve claims and expenditures?	Yes	No
	<i>Notes:</i>		
Is the Governing Board holding the School management team accountable?			
3b	Were any deficiencies or major concerns addressed at the meeting?	Yes	No
	If so, were these a surprise to the Commission?	Yes	No
	<i>Notes:</i>		
	Did the Board discuss performance (of school leader or school)?	Yes	No
	If so, was it used to proactively/productively move forward?	Yes	No
	<i>Notes:</i>		
	Did the Board reflect on progress toward school goals?	Yes	No
	<i>Notes:</i>		
	Did the Board discuss managerial procedures (i.e. budget, expenditure, policies and procedures, etc.)?	Yes	No
If so, how did the Board respond to the progress (or lack of) regarding managerial concerns?			

	<i>Notes:</i>		
	If the School is subject to a letter of inquiry, letter of concern, corrective action or other sanctions as imposed by the Commission, is there evidence that the Board is addressing these issues?	Yes	No
	<i>Notes:</i>		
Is the governing Board ensuring timely reporting?			
3c	Did the Board discuss the WSCSC, state and federal compliance reporting performance of the school?	Yes	No
	If so, how did the Board respond to the progress (or lack of) in meeting all WSCSC, state and federal reporting timelines?		
	<i>Notes:</i>		
	If there were concerns, how did the Board proactively/productively move forward?		
	<i>Notes:</i>		
	If the school is subject to a letter of inquiry, letter of concern, or corrective action or other sanctions as imposed by the Commission, is there evidence that the Board is addressing these issues?		
	<i>Notes:</i>		

APPENDIX D: CHARTER CONTRACT REFERENCE GUIDE

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