

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Charter School Program (CSP): Grants to Non-State Educational Agency (Non-SEA): Planning, Progr

CFDA # 84.282B

PR/Award # U282B140042

Grants.gov Tracking#: GRANT11701281

OMB No. , Expiration Date:

Closing Date: Jul 11, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="07/11/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text" value="NA"/>
--	--

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="SOAR Academies"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="46-4081539"/>	* c. Organizational DUNS: <input type="text" value="0793656580000"/>

d. Address:

* Street1:	<input type="text" value="210 S. Hudson Street"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Seattle"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="WA: Washington"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="98134-9998"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="Kristina"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Bellamy-McClain"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="CEO/Founder"/>

Organizational Affiliation: <input type="text"/>

* Telephone Number: <input type="text" value="907-830-3226"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="kbellamymcclain@soaracademies.org"/>

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

N: Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-052714-001

* Title:

Office of Innovation and Improvement (OII): Charter School Program (CSP): Grants to Non-State Educational Agency (Non-SEA): Planning, Program Design, and Initial Implementation Grants CFDA Number 84.282B

13. Competition Identification Number:

84-282B2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Areas.pdf

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

SOAR Academies Start Up & Implementation Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="642,848.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="642,848.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

SOAR Academy – DOE CSP 2014 – Areas Affected by Project

Areas Affected by Project:

This project affects most immediately WA-009 and WA-010 in Washington state.

SOAR Academy – DOE CSP 2014 – Congressional Districts

Congressional Districts:

This project affects most immediately the Congressional Districts of WA-009 and WA-010 in Washington State.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Kristina Bellamy-McClain</p>	<p>TITLE</p> <p>CEO/Founder</p>
<p>APPLICANT ORGANIZATION</p> <p>SOAR Academies</p>	<p>DATE SUBMITTED</p> <p>07/11/2014</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: SOAR Academies

* Street 1: 210 S. Hudson Street Street 2: _____

* City: Seattle State: WA: Washington Zip: 98134-9998

Congressional District, if known: _____

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Charter Schools
	CFDA Number, if applicable: 84.282

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Kristina Bellamy-McClain

* Name: Prefix _____ * First Name Kristina Middle Name _____

* Last Name Bellamy-McClain Suffix _____

Title: CEO/Founder Telephone No.: _____ Date: 07/11/2014

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PR/Award # U282B140042

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

SOAR Academy – DOE CSP 2014 – GEPA Statement

SOAR Academy willingly complies with all aspects of the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA), and other applicable federal and state non-discrimination requirements.

SOAR Academy is an equal opportunity employer and believes in equal access to education. It does not discriminate against individuals on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, ancestry, or national or ethnic origin in the administration of its educational policies, admissions policies, employment policies and other administered programs and activities.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
<input style="width: 100%;" type="text" value="SOAR Academies"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Kristina"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Bellamy-McClain"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="CEO/Founder"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Kristina Bellamy-McClain"/>	* DATE: <input style="width: 150px;" type="text" value="07/11/2014"/>

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

ABSTRACT

SOAR Academy

Point of Contact: Kristina Bellamy-McClain

Project Title: SOAR Academies Start Up & Implementation Project

LEA

SOAR Academies
210 S Hudson St
Seattle, WA 98134

SEA

Office of Superintendent of Public Instruction (OSPI)
600 Washington St SE
Olympia, WA 98501

Abstract

SOAR Academy, one of only eight charter schools authorized by the state of Washington in its inaugural year, will open in the fall of 2015 with 52 Kindergarten students and 52 first grade students. The K-8 school will grow a grade each year, until it reaches full capacity of 50 students per grade in the 2022-2023 school year. SOAR Academy's mission is to provide all students with a rigorous, engaging and personalized educational experience, allowing them to become productive members of a diverse society. Students will be prepared and equipped academically, socially and emotionally to succeed *in and through* high school, college and beyond.

SOAR Academy's student population will consist of a diverse student population that is representative of the Hilltop neighborhood of Tacoma, WA, where the student population makeup consists of 21.6% Blacks, 16.5% Hispanics, 12.5% Islander and 10.3% Asian. Of this population, 63.2% of students qualify for free and reduced lunch, which is significantly higher than Washington State's average of 46.1%. SOAR Academy will provide a student-centered learning environment that integrates standards-based, vertically aligned curriculum, personalized learning plans, data-driven instruction, technology and arts integration for all students. Through strategic support and culturally response pedagogy, SOAR Academy will ensure that all learners develop the critical habits of mind necessary to excel in both academics and life.

SOAR Academy is led by 14-year education veteran and visionary, Kristina Bellamy-McClain, who has an extensive record of achieving high student outcomes in low-income communities in New York, California, Alaska and Washington State. Ms. Bellamy-McClain is joined by a diverse and dedicated Board of Directors, along with a staff that believes in the unwavering potential of all students, and who are committed to developing an effective and inspiring school where "Excellence is the Standard."

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File



SOAR Academy
 Application for CFDA Number: 84.282B

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#1: Quality of the proposed curriculum and instructional practices:

Enabling all students to meet challenging State student academic achievement and content standards:

SOAR Academy is intentionally designed to help all students, including those with special needs and those that have been unsuccessful in traditional school settings, to achieve their greatest potential throughout their time at SOAR and beyond. The SOAR Academy educational program promotes the academic achievement and attainment of all students through gradual release, intimate learning environments, standards-based curriculum, personalized learning plans for each student and intentional integrations of the arts.

Student Demographics:

SOAR Academy is an approved and contracted K-8th grade public charter school that will open in the fall of 2015 in the Hilltop neighborhood of Tacoma, WA. SOAR Academy values a small, intimate learning environment, and will provide a classroom-based, personalized environment in which families are known, students will thrive and where teachers are challenged. The Project STAR experiment in Tennessee found that students of color disproportionately benefited from reduced class size in 1st grade; these advantages persisted over time (Finn, Gerber, Achilles, and Bod-Zaharias, 2001). For this purpose, grade level sizes will be limited to 50 students equating to class sizes of no more than 25. Grades kindergarten through fourth grades will be known as the “Primary Academy”. Grades fifth through eighth grade will be known as the “Intermediate Academy”.

*Please see **Attachment #1: SOAR Enrollment Plan***

It is the **mission** of SOAR Academy to provide students with a rigorous and engaging that prepares them to become productive members of a diverse, global society and equipping them

academically and socially for success *in and through* high school, college and beyond, transforming the educational experience for all learners.

For decades, African American children and other low-performing children living on the “Hilltop” area of Tacoma Public Schools have been inadequately served and unable to exercise choices and alternatives due to socio-economic factors and a lack of district responsiveness to their unique needs. Public elementary options have been minimal in spite of the innovative nature of the school district. Elementary schools in the geographic areas that make up the “Hilltop” have been determined to be **low performing** by the state for years and for several generations. Opportunity/ achievement gaps and structural inequalities have persisted for decades in this community.

More than 63% of the students in Tacoma come from low-income households with many of them experiencing high mobility. A majority of these students are racial/ethnic minorities (54%) with African Americans being the dominant sub-group (21%). Drop-out rates are high – 9.3% and graduation rates have improved from a dismal 57.2% to 73.5% only in the last few years. Post-secondary education rates have been the lowest for these students later in their lives and discipline has been chronically disproportionate and problematic.

Without a rigorous, engaging and culturally-relevant personalized education experience that prepares them academically and socio-emotionally for success, the picture will continue to be bleak for this community.

SOAR endeavors to attract a richly diverse student population that is representative of the Hilltop. SOAR intends to target students within the Lincoln and Stadium High School feeder patterns, as the SOAR board has secured a facility within the Hilltop community. Lincoln High School has a combined minority population of 73.6% and Stadium High School has a combined minority

population of 40.3% (Department of Research, Tacoma Public Schools, November 2013). The following table further details the student population according to the Department of Research at Tacoma Public Schools:

	Lincoln High School	Stadium High School
African American	26.9%	16.8%
American Indian	2.6%	1.7%
Asian	15.5%	10.8%
Hispanic	25.1%	9.0%
Pacific Islander	3.3%	1.3%
Multi Ethnic	0.2%	
White	26.4%	59.7%

In general, Tacoma residents reflect a high level of diversity when compared to Washington State. This diversity is echoed in the makeup of the student population within Tacoma School District, where there are substantial populations of Black (21.6%), Hispanic (16.5%), Islander (12.5%), and Asian (10.3%) students. Within the school district, 8.8% of students participate in the Transitional Bilingual program, on par with the state average. More than half of these students speak Spanish as their primary language.

Many students in the school district come from low-income households, with 63.2% qualifying for Free and Reduced Priced Meals. This is a significantly higher rate than experienced by students on average in Washington (46.1%). Within the district, 11.4% of students are classified with a disability, slightly less than the state average of 13.0%. Tacoma school district also serves a higher proportion of foster children than the state on average (0.3% compared to 0.2%, respectively), a student population that has proven to face some of the largest hurdles to

academic success and are therefore considered some of our most vulnerable youth.

Curriculum and Instructional practices:

Belief in Gradual Release - SOAR's educational model relies upon stages of gradual release over its nine-year program. The table below illustrates the stages of gradual release at SOAR Academy and key programmatic shifts for each academy. In general, gradual release is a research-based approach to providing the correct type of pedagogy and instructional methods to students as they grow through adolescence. The gradual release of responsibility model of instruction requires that the teacher shift from assuming all responsibility for performing a task ... to a situation in which the students assume that responsibility' (Duke & Pearson, 2002, p. 211). This gradual release may occur over a day, a week, a month, or a year. Stated another way, the gradual release of responsibility '... emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise' (Buehl, 2005)" (Fisher, 2008). Therefore, according to the model of gradual release, SOAR Academy is designed to best meet the needs of the students at each age level. In the early grades, the education model will emphasize teacher-centered instruction and a structured learning environment. As students mature and demonstrate on- or above-grade level content mastery, the model will shift to become increasingly student-centered, culminating in an active learning environment where students own individual projects and group work. The goal is to develop self-disciplined, self-directed, and self-confident learners over a nine-year period so that graduates are best prepared for the rigors of college-prep high school programs. The gradual release approach can be seen in the variation between the Primary and Intermediate Academies.

Please see Attachment #2: Instructional Framework

Standards-Based, Aligned Curriculum - Staff will draw from a variety of college preparatory

standards to design SOAR's curriculum. Common Core State Standards, Next Generation Science Standards, Washington State Social Studies Learning Standards, and National Council for Social Studies' C3 Framework will serve as the basis of the curriculum and help teachers determine what to teach so that students master the expectations for each grade level. SOAR Academy will integrate the Habits of Mind standards (Page 8 or 9; Attachment #3) into unit and daily lesson plans to integrate the personal leadership and non-cognitive development expected of students. It is extremely important that teachers in a K-8 school align their teaching to these standards so that there is vertical alignment in student mastery of standards and teacher expectations of curriculum across nine grade levels.

Personalized Learning Plans - In order to ensure that every student is benefiting from the pedagogical practices, SOAR Academy staff, students and families will collaborate to create *Personalized Learning Plans (PLPs)* for each SOAR Academy student. This team will create the student's goals for the year and benchmarks for check-in twice over the course of a school year. The PLP will provide the teacher, parents and student with a common understanding of the student's learning style, objectives and collective commitment to that child's success.

Data-Driven Instruction and Planning - SOAR academy will be driven by a culture of continuous improvement, anchored in the belief that transparent and consistent use of data enables responsive, personalized teaching and significant student growth. Modeled after Rocketship Public Schools, Gabriella Charter School, Uncommon Schools, KIPP, Aspire Public Schools and Firstline Schools, teachers at SOAR Academy will use assessments to inform their planning and teaching. Before the school year begins, all students will be assessed for their entering reading level and math fluency. Kindergarten students will be assessed on Kindergarten Readiness using the Washington Kindergarten Inventory of Developing Skills (WaKIDS

Assessment) for early literacy and developmental skills. Data from these assessments will guide the placement of students in intervention groups and allow for the creation of a personalized learning plan (PLP) for each child that is tailored to their specific needs. Assessment will be a regular part of each classroom teacher's planning each week. Teachers will use assessments to determine their own instructional progress as well as the progress of their students.

Strong planning is the catalyst to great lesson implementation. "Good instructional leadership is about making these [what students learn and how they learn] choices explicit, and *making teachers choose intentionally*" (Bambrick-Santoyo, 2010, p.112). Teachers at SOAR Academy will be recruited for and trained on how to use the backwards design lesson and unit planning process to maximize their efforts in the classroom.

At the beginning of the year, teachers plan their yearly units to ensure overall coverage of the standards. Long-term planning is completed before the school year begins and done horizontally and vertically to ensure instruction is aligned over the course of a student's time at the school. Using anecdotal evidence, exit quizzes, skill quizzes, and unit tests in their classroom, teachers will determine whether students are meeting achievement goals for the subject area. Selection Criteria #3 (Page ___) discusses the robust assessment system SOAR will utilize.

Technology Enhanced Personalization - SOAR Academy will utilize technology to provide personalized, differentiated instruction for each student. Research is beginning to uncover the benefits of technology-enhanced personalization in the classroom.

Therefore, SOAR Academy will have roving computer labs available for use in the Primary Academy, and teachers will integrate a rotation station model into daily lesson design. (See below for more detail.) In the Intermediate Academy, SOAR will be a one-to-one laptop environment (starting in 5th grade), meaning that every student will have the opportunity to

access high-quality online academic content at any time. Teachers will incorporate a flipped classroom model into daily lesson design. Technology will also be utilized so that students access online curriculum and networks of peer and tutorial support and data tracking students' progress towards mastery of course standards.

Content Specialization - A central part of the SOAR academic program is having teachers work in groups of 2-3 to specialize in an academic content area. The Primary Academy (K-4) will have at least 2 teachers per grade level. Each teacher will be responsible for teaching a specific content area for that grade level. For example, with two second grade teachers, one teacher will teach ELA and Social Studies, while the other teacher teaches math and science for all students in that grade level. This practice is also called “departmentalization”. In the Intermediate Academy (grades 5-8), there will be 2 teachers per content area (math/science & humanities). This will allow teachers to form teams and truly be specialists in their content area.

Arts Exploration - SOAR Academy will provide children with opportunities to explore the arts through Dance & Movement, expanding the program in later years to include theatre arts. According to Costa and Kallick (2008), preeminent researchers on Habits of Mind, “Children develop cognitive strategies and effort-based beliefs about their intelligence—the habits of mind associated with higher-order learning—when they continually are pressed to raise questions, accept challenges, find solutions that are not immediately apparent, explain concepts, justify their reasoning, and seek information.” These It is with this goals and a persistent commitment to support the growth of intelligence in all students that SOAR Academy teachers will deepen their instruction for students. Through exposure to the arts, and an intentional focus on character building, the arts study will develop students' Habits of Mind necessary to excel in a college preparatory high school environment.

Please see Attachment #3: School Culture and Habits of Mind

SOAR will provide courses in visual and performing arts for all students through partnership with local artists and non-profit arts organizations. SOAR staff will develop a curricular progression of study for both the Primary and Intermediary Academies. Students will work throughout the year toward a culminating performance at the end of each grade level (such as a recital, theatrical presentation, etc.). Curriculum will incorporate components of the Habits of Mind, intentionally providing another medium beyond paper and pencil for students to practice and refine the character skills that they are learning.

Multi-Tiered System of Support - SOAR Academy will employ a Response to Intervention (RtI) framework to offer a coherent continuum of evidence based, system-wide practices that support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each student to achieve high standards. “RTI's underlying premise is that schools should not wait until students fall far enough behind to qualify for special education to provide them with the help they need. Instead, schools should provide targeted and systematic interventions to *all* students as soon as they demonstrate the need” (Buffum, Mattos and Weber, 2010). Therefore, teachers will meet biweekly in Grade Level Team meetings (GLTs) to review students who have required repeated academic or behavioral interventions. They will analyze data collected from these interventions, discuss solutions, and create an Intervention Plan (in addition to the Personalized Learning Plan, above) utilizing interventions along the RtI frame.

Pedagogy and Instructional Methods by Academy

In order for students to achieve the high standards outlined in the SOAR Mission and Vision and guided by the Core Values, SOAR Academy will implement a mix of research-based

pedagogical choices and instructional methods. Each category is explained briefly below.

Teacher-Centered and Student-Centered Instruction - The focus of instructional practices will move from a teacher-centered, direct instruction model towards a more student-centered instruction model as students get older. It is important to note that while a type of instructional practice is more dominant in each Academy, each of the instructional practices may be used within each Academy in some capacity based on the needs of students and the content area.

PRIMARY ACADEMY

Direct Instructional Strategies and Content Mastery – The direct instructional approach is an explicit, scientifically based model of effective instruction with three main components: (a) program design, (b) organization of instruction, and (c) teacher/student interactions.

The guiding principles of direct instruction include that every child can learn if we teach him or her carefully and that all teachers can be successful when given effective programs and instructional delivery techniques. Ultimately, it is the teacher’s responsibility for student learning; students are not blamed for their failure to learn. Students learn more if instructional presentations are clear, which rules out misinterpretations and helps students generalize skills in different contexts.

The goal of direct instruction is to "do more in less time"— accelerating student learning by carefully controlling the features of curriculum design and instructional delivery. The major advantages of direct instruction are its efficiency and its ability, when done well, to allow students to gain deep content knowledge from an expert in a subject. It is critical to foster content mastery in early grades to serve as a solid foundation for deeper inquiry and critical thinking skills in subsequent classes/grades.

“Station Rotation” Classroom Structure - After direct instruction has taken place, teachers

will use a station rotation model to give students opportunity to practice skills just learned. During this time teachers will work with strategically selected students in small groups to provide additional targeted direct instruction and scaffolding.

Teachers will also use stations to differentiate and personalize instruction for students using roving laptop carts. For example, during math, students may be separated into two groups for one period during the day. Group 1 will spend the first half of class with the teacher, who will provide a structured, direct instruction lesson on finding the slope of a line. Group 2 will spend this time on their laptops working on specific problems and/or reading/listening to explanations of standards that they have not yet mastered. Mid-way through the period, the groups switch so that all students have had a small, direct instruction lesson with the teacher as well as personalized instruction in an area of need.

INTERMEDIATE ACADEMY

Project-Based Learning and Group Work - In Project Based Learning (PBL), students go through an extended process of inquiry in response to a complex question, problem, or challenge. While allowing for some degree of student "voice and choice," rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st Century Skills (such as collaboration, communication & critical thinking), and create high-quality, authentic products and presentations (http://www.bie.org/about/what_is_pbl/, October 2013).

Group work, and more specifically Complex Instruction, will be used throughout the SOAR experience, with greater use as students enter the Intermediate Academy. Complex Instruction is a specific form of group-work that evolved from over 20 years of research at the Stanford School of Education. The goal of Complex instruction is to provide academic access and success for all

students in heterogeneous classrooms by using multiple ability curricula and specific instructional strategies including assigning students different roles to equalize group interactions. In most cases, the students are in mixed ability or mixed preparation level groups. Tasks are designed so that all students in the group will have multiple access points into the curriculum and group members are assigned specific roles within the group (i.e., facilitator, recorder, materials manager, timekeeper). All students are responsible for an individual summative assignment or product at the end of the task to demonstrate their own learning from the experience.

Flipped Classroom Structure - In some Intermediate Academy classrooms at SOAR, presentations on short topics will be recorded by the teacher (or possibly another content expert) and will be assigned for homework. This approach to content and learning provides yet another way for learners to explore content and take ownership of their learning, which sets them up to successfully navigate the demands of high school, college and work. Each student will watch the lecture at home via laptop and will take an online assessment of their understanding of the presentation when they finish. The SOAR teacher will then analyze the data and plan a differentiated application of the objective the following day for class. Depending on the outcome of the assessments, the class may have 2-4 groups of students who are working on various options (i.e., a remediation group to hit key concepts misunderstood in lesson, a practice group working on practicing the concepts of the objective, and an application group who is working on applying the concept into a new setting). According to Jackie Gerstein, Ed.D, “the advantage of the flipped classroom is that the content, often the theoretical/lecture-based component of the lesson, becomes more easily accessed and controlled by the learner” (*The Flipped Classroom Model: A Full Picture*, October, 2013). Therefore, in the flipped classroom, the teacher may use any type of technology (in addition to the laptops) to leverage learning and allow more time for

student-teacher interaction, rather than spending that time in class lecturing/presenting.

Extended Learning Opportunities:

Classroom-Based Community Service Projects - In the Primary Academy, each teacher will facilitate a process for students to identify an area of need in the community. Teachers and students will plan and execute a service project to remedy this need. This project will connect to academic discussions and skills (such as using data to identify need) and Habits of Mind (such as team work in jointly planning the project and metacognition in a required reflection activity).

Internships - Each 6th and 8th grade student will participate in one week-long internship. The internship is intended to give students real world experiences, merging the habits of mind and academic skills. These internships will be coordinated by the student's advisor with input from the student to ensure engagement and proper alignment to students needs, interest and aspirations. During the Rite of Passage portfolio presentation (see below), students will be required to reflect on this experience as part of their body of portfolio evidence.

Rite of Passage Student Portfolio - A cornerstone of the SOAR experience is its Rite of Passage Portfolio. The Rite of Passage Portfolio is a promotion requirement for matriculation from both 6th and 8th grades, as it asks students to deliberately and thoughtfully select, present, and reflect on evidence of mastery-level work in a unique and compelling way. Presentations will be assessed by a portfolio committee (comprised of SOAR student peers, staff and community members) to determine whether each student demonstrates readiness for passage into the 7th and 9th grades across multiple indicators (e.g. the completion of coursework, participation in projects, habits of mind indicators, and other measures that shows a student's competency on the relevant standards). Both Rite of Passage Portfolio experiences will be a seminal moment in a student's career at SOAR, indicating readiness for transition into the high school preparation tract (7th and

8th) and matriculation into high school. Many elements of the Rite of Passage Portfolio came from the work at Envision Schools in California. Data from 2013 indicate that 98% of Envision Schools students are accepted at 2- and 4-year colleges, and Envision School Graduates have a 90% first to second year college persistence rate (Board Report, September 2013). SOAR Academy is confident that using a portfolio will build skills and inspire similar student outcomes.

Curriculum Overview - Curriculum at SOAR Academy will be designed and adopted by the school leadership team and founding teaching staff. SOAR Academy will base curriculum design on the Common Core State Standards, Next Generation Science Standards and National Curriculum Standards for Social Studies as the basis for defining what students should know and be able to do. SOAR Academy courses will also integrate the Habits of Mind standards. Starting with these standards, and using backwards design, (Wiggins and McTighe, 2006), school staff will plan scopes and sequences, units of study, and daily lessons for each course that reflect cognitively engaging guiding questions, comprehensive lessons, and units of study that are rigorous and culturally relevant to the student population.

#2: Assisting Educationally Disadvantaged Students:

Strategies to Serve Educationally Disadvantaged Students

In addition to being geographically located within a region that serves concentrated populations of historically disadvantaged students of color, SOAR Academy has been intentionally designed to promote the success and achievement of *all* students, including those with disabilities, English language learners, and students with other risk-factors to their educational attainment.

Special Education Services:

SOAR Academy will comply with all applicable federal and state laws in serving students classified with disabilities, including but not limited to, Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA), the Individuals with Disabilities in Education Act (IDEA), the Revised Code of Washington (RCW 28A.155), and the Washington Administrative Code (WAC 392-172A). It is understood and agreed that all children will have access to the school and no student will be denied admission nor counseled out of the school due to the nature, extent, or severity of his/her disability or due to the student's request for, or need for, special education services. The school recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of SOAR Academy. Any student who has an objectively identified disability which substantially limits a major life activity including, but not limited to, learning is eligible for accommodation by the school.

SOAR Academy is committed to serving students with Individualized Education Programs (IEPs) immediately upon entering the school. For all newly enrolled students, Special Education teachers will review the student's record from the previous school year to determine whether the

student has previously been evaluated or classified as a student with special needs. For students who enroll from another school with a current IEP, the school will conduct a transitional IEP meeting within 30 days. Prior to such meeting and pending agreement on the new IEP, the school shall implement the existing IEP, to the extent practicable or as otherwise agreed between the school and the parent.

SOAR Academy employs an RtI framework that facilitates the identification of students with disabilities in compliance with the Child Find requirements of IDEA. SOAR teachers will implement high quality curriculum, instruction, and assessments that are aligned with the Common Core State Standards. Special Education staff will train all teachers and administrators to carefully monitor individual student performance via daily and weekly classroom assessments, qualitative observation, and ongoing analysis of student-level performance data.

Twice monthly, teachers will hold a Grade Level Team Meeting (GLT), where they will be able to discuss students whose academic, social emotional, and/or behavioral needs are not being met through established universal supports. Teachers will work to collectively devise a plan for specific interventions or accommodations provided at the targeted (tier two) intervention level. If the student continues to experience academic, social emotional, and/or behavioral challenges, the teacher and parent will decide whether to refer the youth to the Student Intervention Team (SIT).

The SIT team will consist of the parent, an Administrator, relevant Classroom Teachers, the School Counselor, Special Education Teacher, Psychologist, and any wraparound service providers connected to the student. The referring teacher is asked to bring a substantial amount of student centered data to the team, including curriculum/classroom based assessments, classroom behavior and general discipline data, attendance data, the parent contact log, and the intervention monitoring log. Once the teacher shares this information with the team, via a case

presentation, the team creates a Student Intervention Plan and sets a review date. The teacher will be responsible for documenting the plan implementation and keeping all parties informed, including the parents/guardians.

At any point in this process (during the initial or follow-up SIT meeting) the school may decide to refer the student for an Individualized Education Program (IEP) assessment. A copy of such referral along with the procedural safeguards notice described in WAC 392-172A-03000 will be sent to the student's parents. The Learning Resource (special education) Teacher will convene a meeting with the student's parents to discuss the option of psycho-educational testing to determine the child's special education eligibility and to secure written parental consent to conduct such testing. Once the tests have been conducted and the results are received, an eligibility meeting will be reconvened with the SIT. At that time, a decision will be made as to the student's eligibility for special education services. In compliance with WAC 392-172A-03005, evaluations and decision about eligibility will be made within 35 school days after the date that written consent for the evaluation is provided by the parent. If the student is eligible for special education services, an IEP team will be formed that includes members outlined in WAC 392-172A-03095, and an IEP for that student will be developed within 30 days.

Parents may also request an assessment for special education at any point throughout the school year. This request must be in writing. The school will have 25 days from the date that a written request is submitted to determine whether or not to evaluate the student. If the decision is made to assess the student, then the appropriate consents will be obtained from the parent and the process will proceed (in adherence to the timelines) as described above.

Plans for promoting graduation:

A 2013 study done by ReadyNation, examined the impact of kindergarten readiness on high

school graduation. This study found that, the “achievement gap” actually begins in the early years, when children’s brains grow fastest. By age three, children of low-income families know only half the words of children in more advantaged families. As a result, these “at-risk” children can be up to 18 months behind their peers by the time they start kindergarten. Further revealed, is the startling statistic that children not ready for kindergarten are half as likely to read well at third grade. Consequently, these same children if not proficient in reading by third grade, are **four** times as likely to drop out of high school. SOAR Academy will affect on time high school graduation for our students by ensuring that they are achieving at high levels.

Section 504

SOAR Academy will efficiently identify any students protected under Section 504 including any scholar determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such impairment; or (3) be regarded as having such impairment. For any such student, SOAR Academy will comply with regulations outlined in the Section 504 regulatory provision at 34 C.F.R. 104.35(b) in individually evaluating a student before classifying the students as having a disability. SOAR Academy will adhere to regulations outlined in Section 504 by securing the proper parental consents before carrying out any evaluation of the student. A multi-disciplinary committee including persons knowledgeable about the student, the meaning of the evaluation data, and the placement options will determine if they have enough information to make a knowledgeable decision as to whether or not the student has a disability. In compliance with the Section 504 regulatory provision at 34 C.F.R. 104.35(c), the committee will draw from a variety of sources in the evaluation, Once a student has been classified to receive 504 services, the team will determine what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate

public education (FAPE). The 504 plan will be made available to team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors. As required by Section 504, periodic re-evaluation of student's 504 plans will occur at least every three years, but no more than once a year, unless the parent and school agree otherwise.

Programs, Practices, and Strategies - Overall, the Special Education program will utilize six main strategies to address the achievement gap experienced by students with disabilities:

- ***Equal access to high-quality curriculum*** - All students will have access to a high-quality, rigorous, personalized curriculum regardless of whether the student has an identified disability or not.
- ***Integration in student population*** - To the greatest extent possible, students with disabilities should be integrated in the general student population, educated in the least restrictive environment (LRE), and included in every part of the school's culture and expectations.
- ***Preparation for independence*** - The goal of the special education program is to help special education students excel at the highest levels. This includes developing life-long strategies for success and achievement at the highest possible level. SOAR will equip students with strategies for independence and, to the extent possible, exit students from special education services when they no longer need the designation.
- ***Inviting to students of all learning profiles*** - The school will actively seek students of all learning profiles, including students with disabilities, to be a part of the robust and rigorous academic environment. School staff will treat students' disabilities as a welcomed challenge and as an integral part of the school vision.

- ***Strict adherence to procedure*** - The school’s special education department will strictly adhere to the special education policies and procedures of the school, as these policies and procedures insure that students and parents are given due process in decisions regarding special education evaluations and services.
- ***Stakeholder involvement*** - Beyond the extent required by law, the school’s special education staff will include parents, classroom teachers, administrators and others in decisions involving a student's disability and/or accommodations.

The special education program utilizes inclusion-model instruction in which students are included in a classroom and given additional support through small group and individual work, scaffolding, and the support of a Learning Resource Teacher (Special Education teacher).

Exceptions to this model will be made, in rare cases, and based on evaluation of student need by an educational diagnostician. For students with IEPs, the Personalized Learning Plan will be developed in collaboration with their Learning Resource Teacher to ensure that strategies and accommodations will be provided within the general education classroom that will facilitate the student’s progress toward their IEP goal. Learning Resource teachers will provide team teaching, push-in and pull-out assistance as needed. Students with an IEP may be enrolled in a Study Skills elective to get small group instruction and assistance with content material from special education teachers.

Evidenced-based programs, practices and curricula that ensure the academic success of students with special education needs will be integrated into all tiers of intervention. SOAR leadership will utilize the planning year to research and identify the most appropriate programs, which may include proven methods such as Slingerland, Reading Assistant, FocusMath, and STMath.

It is well established that a “collaborative melding” of multi-tiered academic and

behavioral/social-emotional supports holds great promise for addressing the needs of all student, including students with disabilities (Sugai, G., & Horner, R. H. Responsiveness-to-intervention and school-wide positive behavior supports: Integration of multi-tiered system approaches; 2009). SOAR Academy will ensure that all of its students benefit from an integrated intervention approach that addresses all barriers to academic success. SOAR's multi-tiered spectrum of behavioral/social-emotional support is further articulated below.

Evaluating Progress - For all students with receiving special education services, the IEP team will meet annually, in adherence to the IDEA and WAC 392-172A-03110 to determine whether the annual goals for the student are being achieved and to revise the IEP as appropriate to address any lack of expected progress toward annual goals and in the general education curriculum. In addition, Special Education teachers will report progress on IEP goals concurrently with the general education student grade reporting schedule.

Staffing. All special education services at SOAR Academy will be delivered by individuals or agencies qualified to provide special education services as required by the IDEA and WAC. SOAR Academy intends to work with a special education co-op, ESD and/ or school district partner on securing itinerant staff and services for students with disabilities, including but not limited to, speech therapists, occupational therapists, behavioral therapists, psychologists, and transportation.

SOAR academy intends to maintain a 15:1, special education student to Special Education Teacher ratio, and will hire based on this ratio. In the first year, SOAR will hire one Learning Resource Teacher (Special Education Teacher) and one Learning Resource Aide (Instructional Assistant) to serve the needs of our 104 students, expecting that just under 15% will be eligible for special education.

English Language Learner Support

SOAR Academy will develop, implement and maintain policies and procedures for the provision of services to ELL students in accordance with guidance published in the Office of Civil Rights of the U.S. Department of Education and regulations presented in WAC 392-160.

Identification - SOAR believes that early identification and intervention is the key to providing students with timely and relevant support. With this belief, the process for addressing students' special needs is designed to quickly respond to students' presenting needs in order to effectively and efficiently address challenges to their academic achievement. In accordance with WAC 392-160-015, SOAR Academy will employ a home language survey to all families registering new students. The survey will ask two questions: (1) Is a language other than English spoken in your home? and (2) Is your child's first language a language other than English? If the answer to question #2 is yes, the student must be tested for eligibility for the transitional bilingual instructional program (TBIP). Students will complete the Washington English Language Proficiency Assessment (WELPA) Placement Test in order to determine their eligibility for TBIP services. SOAR will notify all parents of its responsibility for implementing the WELPA and of WELPA test results within 30 days of receiving them from the publisher.

Instructional programs, practices, and strategies - SOAR will serve ELLs through a sheltered English immersion program. Under this program, an ELL participates in the general education classroom and receives differentiated instruction that supports their English language development. Teachers will adapt lessons, assignments, and instructional groups to reduce language barriers and to assist ELLs to participate fully in the educational program. During independent and small group time, teachers will be able to differentiate tasks, readings, and assignments for ELLs. Students will be taught vocabulary through formal instruction, as well as

through authentic use in language-rich settings in and out of the classroom. Students who need extra support in literacy, including ELLs, may be enrolled in a Study Skills elective, after-school program, or summer school to receive more individual, intensive support.

Monitoring and Exiting from Services - SOAR Academy will adhere to state regulations outlined in WAC 392-160-015 and reassess all eligible students on an annual basis. This evaluation will include completion of the WELPA Annual Test. Reclassification procedures utilize multiple criteria in determining whether to classify a student as English Proficient and include: (a) results from the annual WELPA; (b) teachers' assessment of student's curriculum mastery, and; (d) parental opinion.

Means for providing qualified staffing for ELL students - SOAR will hire highly qualified teachers who either have an endorsement for teaching English Language Learners or are willing to work toward one. SOAR will support teachers by providing professional development on structured immersion instruction, language acquisition and development, and monitoring and assessment of ELLs.

At-Risk Students:

SOAR Academy believes strongly that public education must be committed to addressing the holistic well-being of students. Some of the most at-risk students are those whose mental health and/or environmental circumstances create barriers to their academic success. There is strong reason to believe that many students in Tacoma experience such challenges. Based upon self-report data from the Healthy Youth Survey conducted in 2010, students in the 8th grade in Tacoma fare worse than their peers on average across the state on a number of risk of factors. They are more likely to experience depression (30%) or consider suicide (19%); participate in a physical fight (37%), and belong to a gang (8%). They are less attached to their neighborhoods

and feel less safe in their schools.

Some of the most at-risk students, including those who come from chronically low-performing schools and/or disadvantaged neighborhoods, are those that experience challenges in multiple domains. It is the intention of SOAR Academy to provide the opportunity for students to have access to coordinated and integrated care. SOAR is actively seeking partnerships and resources to provide a full-service health clinic on campus. Having onsite service providers would ensure that students and families have access to the integrated, comprehensive care that they need.

SOAR Academy's multi-tiered approach to support will ensure that these challenges are identified early and often. By proactively and consistently analyzing data that indicates students' level of engagement and success, including academic assessment data, attendance, and disciplinary data, the SOAR community will make certain that each youth receives an appropriate level of intervention to meet their individual needs. In addition to the spectrum of academic interventions articulated above, SOAR will provide the following behavioral/social emotional supports to students:

Tier One, Behavioral/Social Emotional - SOAR Academy is committed to creating a safe, active, and accessible learning environment for all students. This will include the clear articulation of school-wide behavioral expectations and the use of positive behavioral supports for all students. To support the healthy social emotional development of the student body, SOAR plans to utilize Habits of Mind coupled with character/virtue development as well as an anti-bullying program (such as Olweus Bullying Prevention) and school-wide social skills curriculum (such as Second Step).

Tier Two, Behavioral/Social Emotional - The School Leader will work to develop thresholds for the initiation of tier two services, considering data gathered on office discipline referrals and

attendance. In addition, individual students will be identified for tier two supports through Grade Level Team meetings. For students who are experiencing behavioral challenges, the GLT may work to create an individualized Behavior Contract. Behavior goals will be developed and assessed over time to determine if they are ready to return to tier one levels of support, or if they may be candidates for tier three services. For students who are experiencing social emotional challenges, the GLT team may refer them to participate in group therapy, such as Cognitive Behavioral Intervention for Trauma in Schools (CBITS) and Aggression Replacement Therapy (ART), targeting the specific risk-factors revealed through assessment data. Each student's progress will be assessed at the end of the intervention cycle to determine if they are ready to return to tier one levels of support, or if they may be in need of intensive, tier three services.

Tier Three, Behavioral/Social Emotional - These services include Functional Behavioral Analysis (FBA) and the development of a Behavior Intervention Plan (BIP), and mental health case management, including referrals for individual and/or family therapy. FBAs identify antecedents to problem behaviors, the purpose or function of the problem behavior, possible replacement behaviors that could be taught to the student and strategies for ensuring that desirable behaviors are reinforced and problem behaviors are not. The process culminates in the development of a BIP that is carried out and closely monitored by the team. Close partnerships to quality mental health providers will be pursued, so that students in need may be easily referred within the community. Ultimately, the plan is to have mental health services available on campus.

#3: Assessment Strategy and evaluation of Measures and Targets:

SOAR Academy will use the Common Core State Standards for English Language Arts and Math, the Next Generation Science Standards for Science, the Washington State Social Studies Standards, and the National Council of Social Studies' C3 Framework for setting academic measures and targets.

Internal and External Assessments:

SOAR Academy will utilize multiple measures of student learning – including ongoing literacy and math fluency screening, interim assessments and portfolio assessments. Achievement on state-mandated assessments (Smarter Balance) will also be an important student performance indicator at SOAR.

In addition to state-mandated assessments, SOAR Academy will administer a variety of standardized summative national assessments, such as the NWEA-MAP Assessment, in addition to on-going interim assessments, like the OSPI Benchmark Assessments in Reading and Math, and/or internally designed assessments using a web-based system.

Internal Assessments - SOAR strongly believes that assessment; data collection and data analysis are some of the most important features of outstanding teaching and learning for students. Evidence of the power of assessment and data analysis to dramatically advance high poverty student populations can be seen in 90/90/90 schools and the Uncommon Schools Network (Reeves, 2003, Bambrick-Santoyo, 2010). In order to be a great learning organization, everyone within the organization must be clear on what the expected outcomes are and must be given regular, meaningful data on student progress towards those outcomes. Outstanding training must be given so that everyone can develop the capacity to analyze that data in order to make

wise decisions about how to best proceed towards the agreed upon outcomes.

The role of interim/formative assessments is to identify gaps in student learning and - through analysis and strategic planning - to address those gaps. SOAR Academy will use them as an assessment *for* teaching and learning, not the sole assessment *of* teaching and learning. SOAR Academy intends to administer formative/interim assessments for all students. The School director/Dean of Academics will lead the process of either creating interim assessments internally and/or partnering with existing schools or organizations to create interim assessments. In determining which strategy to follow (internally created vs. existing assessments from excellent schools vs. contracting with an external service provider), the same criteria described above will be used.

Additionally, adaptive online learning programs used to supplement classroom instruction will also generate data on student performance on specific skills. This individual student performance data will supplement the data generated through formative assessments. Teachers at SOAR Academy will analyze the performance data on a weekly basis to identify gaps in student learning, inform the creation of small instructional groups, and help determine the individualized content, both offline and online, as well as in the classroom. All teachers will be required to deliver weekly standards-based performance updates to the School director/ Dean of Academics with their lesson plans. Teachers, with support from the Leadership Team and their peers, will then use these weekly progress reports to inform upcoming small group tutoring and/or supplemental interventions.

Grade-level common interim assessments will be delivered in all subjects once a quarter. The School Leadership Team will analyze and interpret the student performance data with teachers during that week's Wednesday afternoon Professional Practice Day. Teachers will engage in

protocols to analyze data, reflect on their practice, align planning, and adjust upcoming classroom instruction as it relates to differentiation, spiraling or the introduction of new material.

Measures and Targets:

SOAR Academy prides itself of setting a bar of excellence. As such, SOAR's CEO worked with the SOAR Academy design team, Board of Directors and Parents to craft rigorous targets and admeasures by which to evaluate trends, school-wide, progress towards the vision and mission as well as serve as an evaluation on our success of providing high quality education to our students.

The attached

*Please see **Attachment #4:** SOAR Academy Sample Assessment Calendar*

*Please see **Attachment #5:** SOAR Academy Measures and Targets Chart*

#4: Community and Parental Involvement:

Demonstrated Community Support for SOAR Academy

Since September of 2013, SOAR Academy has engaged the Tacoma community, concentrating heavily on the Hilltop community. SOAR held several community meetings, open to the public, designed to provide an opportunity for the public to receive information about the school, provided time for feedback and solicited design input during the design process. Prospective families and community stakeholders worked directly with the CEO and Board members during these meetings to share ideas, voice concerns, and make suggestions.

SOAR has met with city officials; school district personnel, community based organizations; faith based organizations and other non-profit groups to establish meaningful community relationships. As a result, SOAR Academy has already secured a facility through in the Hilltop neighborhood beginning in January 2015.

Please see Attachment #6: Letters of Support for SOAR Academy

Parental and Community Involvement

SOAR Academy is committed to engaging the community and stakeholders authentically. To this end, SOAR has hosted several community forums to engage the community to best understand the community's needs as well as strengths that can be leveraged to support participating students. In addition, school leader Kristina Bellamy-McClain has met with city officials, community based organizations and individuals to engage them as well. SOAR Academy aims to be a community partner who works synergistically with the community as a whole while also working to improve it. The goal is to work with families of Tacoma to create a school that exudes community pride. Furthermore, SOAR Academy knows that as part of the commitment to being culturally competent, parents and the community will be an essential

resource to enhance classroom and curricular experiences. Parents and students communicating their stories is an endless way to teach and learn. By understanding the students' daily life experiences, the teachers at SOAR Academy can better understand the students' aptitude, intent and ability (Paley, 1995, p.27) and therefore, build a synchronous school-community relationship.

Parental and Community Involvement in Planning and Program Design

SOAR Academy believes a strong partnership with parents maximizes the efforts the school is making to raise academic achievement. The on-going support and participation of each student's family in the educational process is fundamental to the mission of SOAR. To the greatest extent possible, the school and family should form a team dedicated to educating the child to his or her fullest potential. An effective partnership between home and school sets the child up for success by garnering parent support for the activities and expectations at school and connecting school-based activities to the home. (this could be strengthened to specifically address involvement in the school design, etc.)

Pre-Opening - Our commitment to involving families in our school begins during our student recruitment campaigns and continues on a daily basis throughout the school year. As the school enrolls students from October 2014-March 2015 SOAR will hold a series of parent meetings to orient families to the academic and behavioral expectations of the school. Our goal is that all families will attend one of these meetings and the school will make every effort to get as many families oriented as possible. We believe that this first contact before the school year starts is crucial to establishing expectations for the whole family.

Teachers and other staff from the school will implement home visits for all enrolled families each year as well. SOAR will ask all students, families and staff to agree to the ***Commitment to Excellence***, a compact between the student, family and SOAR Academy, families and students

that outlines what each party commits to do in order to help each child reach academic success.
(This document doesn't impact enrollment; SOAR is open to all students.)

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(This document doesn't impact enrollment; SOAR is open to all students.)

Following the submission of this charter application and authorization, SOAR School director and Board members will embark on a comprehensive plan for informing and engaging the community in SOAR Academy. Monetary resources have been allocated in the startup year to ensure that marketing materials are available to the community in multiple languages. In addition, SOAR will prioritize recruiting students in traditionally under-served communities.

Community Events:

- Churches: SOAR Academy will partner with local churches of various denominations within the target area of the Hilltop and East Tacoma neighborhoods to provide information about SOAR Academy.

- School Events: SOAR will participate in pre-school/elementary/middle school events; community-sponsored and city-wide events that attract students within our K-8 grade band. These events will represent everything from time to speak to the local PTAs, addressing student bodies, booths at community events, hand flier canvassing at sporting events, etc.
- Forums: SOAR Founding Board members will host/have hosted several Information Forums within our target community of the Hilltop and East Tacoma and beyond
- Community events: SOAR has and will continue to attend regular meetings with Tacoma area Community Based Organizations (CBOs) that are active around educational issues and parent and community engagement. Some of these organizations include the Black Education Strategy Roundtable, The Collective, Stand for Children, and the University of Washington – Tacoma Department of Education.

Door to Door Recruiting Campaign:

- During the months post-authorization to opening, SOAR staff have been engaging in monthly Saturday door-to-door campaigns in the focus neighborhoods of Hilltop/East Tacoma. The purpose of these community canvasses is to inform families about SOAR Academy and recruit and build community interest and support for SOAR Academy. These events have been well received and have garnered further interest and support for SOAR.

Marketing and Media:

- Database creation and maintenance: SOAR will create and maintain a database of all parents/families of community supporters. This database will be kept current post-authorization. This database will allow for tracking and monitoring of parent

involvement, such as parent attendance at events and parent feedback provided on usefulness of events. This data will allow SOAR to monitor and improve its communication with parents over the 15-month planning period.

- Targeted mailings: Mailings will be sent to families, Head Start/preschools and community centers to inform parents of forums, events and SOAR Academy.
- Email blasts and social media sites: SOAR will utilize email blasts as a way to engage and inform the community at large, as well as SOAR supporters of the happenings at SOAR. In addition, SOAR will explore the validity of utilizing social media sites such as Facebook and Twitter.

After School Opening - Once the school opens, SOAR may employ the following strategies to engage parents and community members:

- Student led family conferences – Twice a year
- Active Parent & Community Council
- Student exhibitions of work and demonstrations of learning – Twice a year
- Student Rites of Passage – Once a year
- School director Coffee Talks – Once a month
- A Community Conversation/Potluck – Once a year

Plan for Tracking, Monitoring, & Improving Family & Community Engagement

The *Commitment to Excellence* compact helps outline opportunities for parent engagement in the school. In addition, parent and community engagement opportunities will be published on the final school calendar, as well as the school website. E-Newletters (translated and provided as hard copies in the office), as well as Autodialer will be used to provide weekly reminders of upcoming events.

A community and parent engagement goal will be set annually to ensure SOAR is making consistent progress in this essential element of the school. Progress will be measured on parent and community surveys given twice a year and feedback forms at all parent and community meetings (listed above). The Dean of Culture and Engagement will manage this process.

#5: Quality of Project Personnel:

Traditionally Underrepresented Population participation:

SOAR Academy is an equal opportunity employer. While SOAR, through its relationships with Tacoma-based organizations such as: The United Way, The Black Collective, Tacoma- Pierce County Chamber of Commerce will leverage their partnerships to ensure that we are casting a wide net and attracting minority applicants that mirror the students demographic of our school!

Key Project Personnel Qualifications:

For the past for 14 years as a public school educator and Principal, SOAR Founder and CEO, Kristina Bellamy-McClain has served diverse students populations in Washington State, California and Alaska. She was most recently the Superintendent-appointed “transformation” principal of Emerson Elementary School, a high-poverty traditional public school in the diverse Rainier Beach neighborhood of Southeast Seattle. Dedicated to providing students with equitable, rigorous and relevant learning experiences, Kristina began her career teaching underserved students in California’s Lynwood Unified School District at Janie P. Abbott Elementary School. Leading the school’s writing and instructional development programs, she co-wrote the school’s first grade writing and teacher rubrics which are still in use today. As a result of her efforts both within and outside the classroom, 85 percent of her students left reading at or above grade level. Before coming to Seattle, as a school leader at Tudor Elementary in Anchorage, Alaska, she worked to close the achievement gap and focused on building strong community partnerships that complement and work in tandem with schools’ shared vision and mission. Ms. Bellamy-McClain has spent the last year, immersing herself in leadership and high-performing charter best practices development based on study of, introduction to, and support from charter experts. The Senior Fellows Program was a year-long program (July 2013-July

2014) that provided weekly seminars taught by local and national education and charter experts, trips to observe high performing charter schools, personalized coaching from former charter leaders, and ongoing support with partner organizations. Some of these experts and partners include:

- TNTP (formerly The New Teacher Project) (human capital)
- EdTec (budget and finance)
- Seneca Family Agencies (special education)
- Charter Board Partners (board governance)
- Marci Cornell-Feist, The High Bar (board governance)
- Ben Marcovitz, Collegiate Academies (school culture)

Ms. Bellamy-McClain has toured schools and interviewed leaders at the following high performing charter schools: Summit Public Schools, Aspire Public Schools, Lighthouse Community Charter School, Leadership Public Schools, Denver School of Science and Technology, Strive Preparatory Schools, The Odyssey School, SciAcademy, Firstline Schools, Crescent City Schools, KIPP Believe, KIPP Central City, and Bricolage Academy.

Ms. Bellamy-McClain will continue to receive support from these and other charter experts on proven practices in high performing, high poverty charter schools for the remainder of the year. She has scheduled residencies at high performing charter schools before the planned opening SOAR in 2015-16. These residencies will focus learning on data-driven instruction, teacher observation and coaching, community engagement, hiring, board governance, school culture, teacher professional development, and strategic planning.

Please see Attachment #7: SOAR Academy Board of Directors Resumes

Currently, the SOAR CEO & Founder has been identified. SOAR's CEO will begin the process

for identifying key individuals to add to the SOAR Leadership Team in accordance to the budget and needs of the school. Once at capacity, SOAR Academy will have a fully staffed and functioning Leadership Team designed strategically to carry out the vision, mission and outcomes of SOAR.

SOAR will be extremely strategic in hiring founding staff that also possesses the skills and experience to function in this high paced and high stakes environment.

*Please see **Attachment 8**: CEO/Founder Resume*

*Please see **Attachment 9**: Leadership Team Job Descriptions*

#6: Quality of Management Plan:

As referenced in the preceding section, the SOAR Academy board has significant experience with startup, nonprofit management, and performance management (*see Selection Criteria 5 and Attachment #7*). SOAR's authorizer, the Washington State Charter Schools Commission (WSCSC) additionally will provide strategic support for continuous feedback and evaluation through the use of the Performance Framework, which will measure SOAR's attainment of measures and targeted goals (*see Selection Criteria #3 and Attachment #5: Measures and Targets*) in the areas of finance, academics and operations. In addition to the measure and targets that will guide SOAR's work with students (*see Selection Criteria #3*) SOAR will participate in all required state testing and reporting cycles as required by Washington state law. SOAR Academy plans to contract with EdTec for financial and back office services. EdTec was founded in 2001 as a social venture with a mission to drive quality in the charter movement by delivering the highest value charter school support services and expertise. To date, EdTec has provided its comprehensive range of financial and operational services to more than 325 charter schools and charter developers supporting over 90,000 students. Its clients span all types: urban and rural, small and large, stand-alone and CMO. Currently, EdTec provides full back office services to charter schools throughout California, Tennessee, and New York. It is important to note that EdTec is not an EMO, the charter school's board retains all of its decision-making authority as well as its fiduciary responsibilities. Since July 2013, EdTec has devoted two staff members to understand Washington charter school law and customize EdTec's charter development tools for Washington State. EdTec has provided training and assistance to SOAR's founder as a member of WA State Charter Schools Association's Senior Fellowship Program.

#7: Existence and Quality of Charter and Performance Contract:

SOAR Academy has an approved Charter Contract, attached, obtained through a competitive proposal process with the State's authorizing commission. In addition to the Charter Contract signed by the Washington State Charter School Commission (WSCSC) and SOAR Academy, WSCSC is currently developing a performance framework rubric. This framework will serve as a basis for evaluation of all charter schools effectiveness and provisions under Washington state charter law. The performance framework is the most important tool that the Commission and charter schools will utilize as they collectively strive to create student centered, academically rigorous, fiscally sound and organizationally vibrant public charter schools. The Commission will look to 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 might also view the framework as a critical self-evaluation tool for both continuous improvement and compliance. As such, it is a tool for charter school planning, implementation, self-evaluation, authorizer monitoring and continuing improvement. As is the case with all tools, tools themselves do not transform environments; tool users do.

The Commission operates through the belief that expectations of charter schools need to be clear and transparent to both charter schools operators and the public. The Performance Framework is essentially three frameworks 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 will be 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 holding schools **accountable for results**.

*Please see **Attachment 11**: SOAR Academy's Charter School Contract with the Washington State Charter Schools Commission (WSCSC).*

*Please see **Attachment 12**: WSCSC DRAFT Financial Performance Framework*

#8: Flexibility afforded to SOAR as an LEA

Washington's charter school law, adopted by voters in 2012, is based on national best practices and lessons learned from experience, research, and analysis in other states with high performing charter schools. The National Alliance for Public Charter Schools (NAPCS) has developed a model state law, and each year ranks states based on how well their laws align to this model. Washington ranks 6th out of 43 states in NAPCS's most recent rankings ("Washington's charter school law is well aligned with the model law's four quality control components, and provides operational autonomy to charter schools.").

Washington's law exempts charter schools from most statutes and rules that apply to traditional public schools, "for the purpose of allowing flexibility to innovate in areas such as scheduling, personnel, funding, and educational programs in order to improve student outcomes and academic achievement." RCW 28A.710.040(3). Exceptions include local, state, and federal laws covering health, safety, civil rights, student accountability, employee criminal history checks, open meetings, freedom of information requirements, and generally accepted accounting principles. Charter schools are not exempt from the state teacher certification requirements, except they may hire non-certificated instructional staff of unusual competence and in exceptional cases. RCW 28A.710.040(2).

Washington's law defines charter schools as independently managed public schools operated by qualified nonprofit organizations. It provides that such schools function as a local education agency and are governed by a board of directors appointed or selected under the terms of their charter application. The law grants such boards clear statutory authority to operate a fiscally and legally autonomous school, including things like hiring and firing employees, receiving and disbursing funds, entering into contracts, and issuing debt. RCW 28A.710.030.

Authorizers play a critical role in establishing high-quality public charter schools, through strong accountability and oversight. Washington's law allows multiple authorizers, via a new statewide authorizer and local school districts, which must be approved by the state board of education before authorizing charter schools. These authorizers oversee the charter schools in accordance with the charter contract, which outlines the roles, powers, responsibilities, and performance expectations for each party, along with a rigorous performance framework detailed in the law. Authorizers themselves report annually to the state board of education re: the academic and financial performance of the charter schools overseen by the authorizer. RCW 28A.710.100. SOAR Academy will comply with all applicable federal and state laws in serving scholars classified with disabilities, including but not limited to, Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA), the Individuals with Disabilities in Education Act (IDEA), including sections 613(a)(5) and 613(e)(1)(B), the Revised Code of Washington (RCW 28A.155), and the Washington Administrative Code (WAC 392-172A). It is understood and agreed that all children will have access to the school and no student will be denied admission nor counseled out of the school due to the nature, extent, or severity of his/her disability or due to the student's request for, or need for, special education services. The school recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of SOAR. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

ABSOLUTE Priority:

SOAR Academy, a K-8 school, will open in the fall of 2015 with 52 Kindergarten students and 52 first grade students. Each year thereafter a new kindergarten class of 50 students will be admitted. The school will reach full capacity, 50 students per grade level, K-8 in 2022-2023 school year. Enrollment for our first group of K and 1st grade students (Fall 2015) will run October 2014-March 2015.

At SOAR, all learners are provided with a highly rigorous, engaging and personalized education.

SOAR seeks to attract a student population representative of the Hilltop neighborhood of Tacoma, WA. Through strategic arts integration and culturally responsive pedagogy, we will ensure all learners are developing critical habits of mind necessary in both academics and life. All students will be prepared to be productive, contributing members of the 21st century global community and economy. SOAR Academy prides itself on setting a bar high, where “Excellence is the Standard.”

SOAR Academy is a full inclusion school and will comply with all applicable federal and state laws in serving students classified with disabilities, including but not limited to, Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA), the Individuals with Disabilities in Education Act (IDEA), the Revised Code of Washington (RCW 28A.155), and the Washington Administrative Code (WAC 392-172A). It is understood and agreed that all children will have access to the school and no student will be denied admission nor counseled out of the school due to the nature, extent, or severity of his/her disability or due to the student’s request for, or need for, special education services.

SOAR Academy will be governed by a non-profit Board of Directors who will ensure the long-term success of the organization. In order to best steward the vision and mission of the school, the SOAR Board will have the responsibility of defining, communicating, monitoring, and ultimately ensuring the success of the school.

COMPETATIVE Preference Priority:

Preference Priority #1:

The student population enrolled at SOAR will be representative of Tacoma’s “Hilltop” community. In general, Tacoma residents reflect a high level of diversity when compared to Washington State. This diversity is echoed in the makeup of the student population within Tacoma School District, where there are substantial populations of Black (21.6%), Hispanic (16.5%), Islander (12.5%), and Asian (10.3%) students. Within the school district, 8.8% of students participate in the Transitional Bilingual program, on par with the state average. More than half of these students speak Spanish as their primary language.

Many students in the school district come from low-income households, with 63.2% qualifying for Free and Reduced Priced Meals. This is a significantly higher rate than experienced by students on average in Washington (46.1%). Within the district, 11.4% of students are classified with a disability, slightly less than the state average of 13.0%. Tacoma school district also serves a higher proportion of foster children than the state on average (0.3% compared to 0.2%, respectively), a student population that has proven to face some of the largest hurdles to academic success and are therefore considered some of our most vulnerable youth.

In regard to academic performance, 2012-2013 Measurement of Student Progress (MSP) data reveal that fewer Tacoma School District students meet reading and math standards than Washington State students on average. In addition, students with limited English, low income students, and students with disabilities within Tacoma School District do not only score far below their general peers on state reading and math assessments, but also score below the state average for their own particular subgroups. It is clear that schools serving students in Tacoma must be prepared to meet the needs and value the strengths of an incredibly diverse population of

students and families.

It is the mission of SOAR Academy that all learners will be provided with a personalized, first-class education. There are no exceptions to this mission. It is the SOAR community adults' responsibility to coach and inspire every SOAR student to achieve this goal. In order to be successful with all scholars SOAR must be especially thoughtful about how to support the most at-risk learners, including those with disabilities.

The most important systems for best supporting special populations and serving them in the least restrictive environment are 1) identification, and 2) Response to Intervention (RtI). Struggling students must be identified quickly and accurately, and effective responses to their struggles must be determined, delivered, and monitored with equal timeliness and accuracy.

SOAR Academy's proposed RtI model aims to promote a positive school-wide climate inclusive of all learners, as well as to develop systems focused on early identification and intervention for students whose needs are not being addressed by baseline services and instruction. Interventions are developed and implemented within a progressive, tiered framework. Tier one (universal) represents systems that support the entire population of students, including school-wide programs that foster safe and engaging learning environments. Tier two (targeted) represents systems that support students who face specific challenges, in order to prevent risk factors or early onset problems from progressing. Tier three (intensive) serves individuals who are identified as having the most severe, chronic, or pervasive concerns. Interventions at this level are highly individualized; comprehensive, and collaborative, focusing on reducing risk factors and increasing protective factors in order to decrease the intensity and duration of symptoms. This intervention framework is supported by data-informed processes that effectively identify students and Grade Level Team meetings (GLTs) and Student Interventions Meetings (SITs)

where collaborative teams address the needs of struggling students and monitor their progress within identified academic, behavioral and social-emotional interventions. By creating a strong infrastructure for a tiered approach to intervention that is driven by data-informed referrals and progress monitoring, SOAR Academy will be positioned to seamlessly integrate culturally relevant, evidence-based practices that meet the specific needs of the student population. *(Please see Selection Criteria response #2.)*

Preference Priority #2:

According to the Department of Defense, Joint Base Lewis-McChord (Army/Air Force installation), roughly 17 miles from Tacoma, employs 46,496 service members and 57,946 family members. Many JBLM students are served by the Clover Park School District who operates 5 elementary schools on the installation. At this time, there are no Middle or High Schools on JBLM.

The founder and CEO of SOAR Academy is an active-duty military spouse whose husband is currently stationed at JBLM. For the past 4 years, she has volunteered with several organizations and auxiliaries that serve military families. These positive connections and ties will prove vital in attracting and maintaining a strong military student presence at SOAR.

Due to the close proximity to the military base and the close ties and connections that the founder and CEO of SOAR Academy has cultivated, it is anticipated that 30% of our student population will represent students from military families. The location of SOAR Academy was not only chosen for the need represented in Tacoma, but for its proximity to JBLM and the families that reside there. SOAR's design has many strategies and systems in place to address the high mobility of this population and social-emotional impact of loss and trauma associated with deployment, frequent moves, etc.

INVITATIONAL Priority:

SOAR Academy is a K-8 school serving the city of Tacoma. SOAR seeks to attract a highly diverse student population in a traditionally high-minority, high-poverty, and underserved area of the city. SOAR Academy prides itself on setting the bar high, where “Excellence is the Standard.” It is the *mission* of SOAR Academy to provide students with a rigorous, engaging and personalized educational experience, preparing them to become productive members of a diverse, global society and equipping them academically and socially for success in and through high school, college and beyond. The *vision* of SOAR Academy is to transform the educational experience for all learners, graduating students prepared to succeed in high school, college and beyond.

The Washington State Charter Schools Commission (WSCSC), authorizer for SOAR Academy, is currently undergoing a process by which to create a framework by which to evaluate all charters schools under its jurisdiction. This *Performance Framework* is required according to Washington State Charter Law and consists of three (3) sub-sections (Finance, Academics and Operations). Attachment #12, referenced in the above selection criteria, reflects a draft of the Financial Framework to be used, once completed.

SOAR Academy – DOE 2014 CSP- Attachment #1 – Enrollment Plan

GRADE	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	At Capacity
Kindergarten	52	50	50	50	50	50
First	52	50	50	50	50	50
Second		50	50	50	50	50
Third			50	50	50	50
Fourth				50	50	50
Fifth					50	50
Sixth						50
Seventh						50
Eighth						50

SOAR Academy – DOE 2014 CSP – Attachment #2: Instructional Framework

	Primary Academy (Grades K-4)	Intermediate Academy (Grades 5-8)
Whole School Approach	<ul style="list-style-type: none"> • Standards-Based, Aligned Curriculum • Personalized Learning Plans • Data-Driven Instruction and Planning • Technology Enhanced Personalization • Content Specialization • Arts exploration • Multi-tiered system of support 	
Academy Focus	<ul style="list-style-type: none"> • Teacher-Centered Learning Environment • Direct Instruction and Content Mastery • Station Rotation classroom structure 	<ul style="list-style-type: none"> • Student-Centered Learning Environment • Group Work and Project-Based Learning • Flipped Classroom structure
Extended Learning Opportunities	<ul style="list-style-type: none"> • Classroom-Selected Community Service Projects 	<ul style="list-style-type: none"> • Internships • Rite of Passage Portfolio

SOAR Academy- DOE CSP 2014 – Measures

<p>Target 1: Students will achieve mastery in Reading/Language Arts.</p>	
<p>Measure</p>	<p>65% of all students who have attended the school for two or more years, in grades 3-8, will score in the Proficient or Advanced category in Reading/Language Arts on the Smarter Balanced Assessment. 75% of all students who have attended the school for three or more years will score in the proficient or advanced category. 85% of students who have attended the school for four or more years will score in the proficient or advanced category.</p>
<p>Measure</p>	<p>All SOAR Academy 3rd through 8th grade students who have attended the school for two or more years will, on average, attain a rate of proficiency at least five (5) percent higher than the surrounding district school average as measured by the Smarter Balanced Assessment.</p>
<p>Measure</p>	<p>In a cohort analysis of longitudinal growth, the average annual increase of percentiles among SOAR Academy students on the Reading Comprehension section of the NWEA MAP, or similar nationally norm- referenced test, will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75.</p>
<p>Measure</p>	<p>90% of 4th, 7th grade students will attain of rate of proficiency or above on the Smarter Balanced Assessment.</p>

<p>Target 2: Students will achieve mastery in Mathematics.</p>	
<p>Measure</p>	<p>65% of all students who have attended the school for two or more years, in grades 3-8, will score in the Proficient or Advanced category in Reading/Language Arts on the Smarter Balanced Assessment. 75% of all students who have attended the school for three or more years will score in the proficient or advanced category. 85% of students who have attended the school for four or more years will score in the proficient or advanced category.</p>

Measure	All SOAR Academy 3 rd through 8 th grade students who have attended the school for two or more years will, on average, attain a rate of proficiency at least five (5) percent higher than the surrounding district school average as measured by the Smarter Balanced Assessment.
Measure	In a cohort analysis of longitudinal growth, the average annual increase of percentiles among SOAR Academy students on the Reading Comprehension section of the NWEA MAP, or similar nationally norm- referenced test, will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75.

Target 3: Students will achieve mastery in the Sciences.	
Measure	65% of all students who have attended the school for two or more years will score in the Proficient or Advanced category in Science on the Smarter Balanced Assessment. 75% of all students who have attended the school for three or more years will score in the proficient or advanced category. 85% of students who have attended the school for four or more years will score in the proficient or advanced category.
Measure	All students at SOAR who have attended the school for two or more years will, on average, attain a rate of proficiency at least five (5) percent higher than the surrounding district average as measured by the Smarter Balanced Assessment.
Measure	In a cohort analysis of longitudinal growth, the average annual increase of percentiles among SOAR students on the NWEA MAP, or similar nationally norm-referenced test, will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75.

Target 4: Students will evidence proficiency of Habits of Mind skills.	
Measure	80% of 6 th and 8 th grade students will pass the Rites of Passage portfolio on the first attempt.

<p>Target 5: SOAR Academy will be fully enrolled and demonstrate high levels of daily attendance and student retention.</p>	
<p>Measure</p>	<p>85% of students who begin the school year at SOAR will remain in the school throughout the academic year.</p>
<p>Measure</p>	<p>90% of students who complete the school year at SOAR will re-enroll for the following school year. (Reasons for attrition will include geographic relocation, transportation, or illness)</p>
<p>Measure</p>	<p>SOAR Academy will average 95% or higher daily student attendance in each school year.</p>

SOAR Academy – DOE 2014 CSP – Bibliography

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SOAR Academy – DOE 2014 CSP – Attachment #3: School Culture and Habits of Mind

Creating a structured, orderly, and positive learning environment is crucial to transforming the educational experience for all students, both intellectually and socially. As part of establishing a positive learning environment, SOAR Academy will focus on building a culturally responsive school. “Ethnographic studies have demonstrated that *culturally responsive* education – defined by Gay (2000) as ‘using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning more relevant and effective for them’ – can strengthen student connectedness with schools, reduce behavior problems, and enhance learning’ (Kalyanpur, 2003)” (Bazron, Osher, and Fleischman, 2005). Therefore, the following six qualities as outlined by Villegas and Lucas (2007) in their article *The Culturally Responsive Teacher*, will be used to intentionally establish a culturally responsive culture at the start of the year, and carefully reinforce this culture throughout the year.

At SOAR Academy we will	We will do this by
1. Understand how learners construct knowledge	<ul style="list-style-type: none"> Supporting students’ learning by helping them build bridges between what they already know about a topic and what they need to learn about it
2. Learn about students’ lives	<ul style="list-style-type: none"> Having home visits, creating opportunities in the classroom for students to discuss their aspirations for the future, posing problems for students to solve and notice how they solve them and talking with parents and community members
3. Be socioculturally conscious	<ul style="list-style-type: none"> Being aware about a person’s worldview: it is not universal, but is impacted by their life experiences that include their race, gender, ethnicity and social class
4. Hold affirming views about diversity	<ul style="list-style-type: none"> Providing a rigorous curriculum, teaching students strategies for monitoring their own learning, setting high standards and consistently holding students to these standards and building on individual and cultural resources that students bring to school
5. Use appropriate instructional strategies	<ul style="list-style-type: none"> Accessing prior knowledge, scaffolding and building academic vocabulary, using visual cues and graphic organizers, using pertinent examples and analogies
6. Advocate for all students	<ul style="list-style-type: none"> Seeing ourselves as part of a community that is working to make schools more equitable for all students

Ultimately, by using a variety of methods that reinforce a focus on high expectations for students, the development of character, and personalized relationships between students, adults, and their coursework, SOAR Academy will create an environment that promotes success for all students.

A values-rich environment inspires students to work hard and treat others with respect. SOAR’s Core Values (excellence, diversity, joy, the value of the individual *and* community, continuous improvement) will be reinforced on a daily basis: in the classroom, during assemblies, in the hallways, in written communication with parents and on banners, on posters and displays around the school. Constant repetition of these values motivates students to aspire and to achieve, and helps them develop an ethos of continual self-improvement and concern for the well-being of others.

With a focus on intentional teaching of strong character values, SOAR staff will design a school-wide character curriculum based on the Habits of Mind (referenced below). The curriculum will intentionally explore, model and practice these attributes across the school – in community meetings, morning meetings, advisory, academic courses, and arts electives. It will teach and honor cultural differences as applied to each of these Habits. This work will spiral and deepen across grade levels in accordance with students’ developmental stages. The chart below outlines the valued Habits of Mind at SOAR Academy. (<http://issuu.com/pruebg/docs/hom>, October 2013).

The Habits of Mind

HABIT	STUDENTS DEVELOP:
Persistence/Resilience	<ul style="list-style-type: none"> ● The ability to keep going and never giving up.
Impulse Control	<ul style="list-style-type: none"> ● The ability to delay gratification and think before one acts. ● The focus required to sit still, control our bodies and minds.
Attention to Detail	<ul style="list-style-type: none"> ● The mindset that excellence is expected. ● SOAR in one’s work.
Clear Communication	<ul style="list-style-type: none"> ● The ability to express oneself with authority, confidence and precision. ● Speaking and listening skills.
Intellectual Curiosity and Joy	<ul style="list-style-type: none"> ● A joyful approach to learning. ● Growth mindset.
Responsible Risk-Taking	<ul style="list-style-type: none"> ● The confidence to take risks that further one’s learning.
Team Work	<ul style="list-style-type: none"> ● The ability to think interdependently and work cooperatively.
Constant Learning	<ul style="list-style-type: none"> ● The ability to improve oneself. ● Appreciation for knowledge and feedback.
Applying Past Knowledge	<ul style="list-style-type: none"> ● The ability to use prior experiences to learn from mistakes. ● The ability to recall information to make decisions.
Metacognition	<ul style="list-style-type: none"> ● The skill of understanding how one’s mind works. ● The ability to think about one’s thinking.

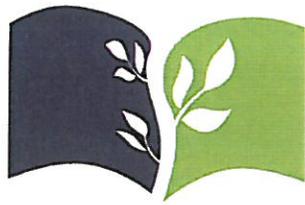
This focus on a clearly defined, structured school culture and intentional practice throughout the school day and year is based on best practices modeled in high performing charter networks across the country. The use of the Habits of Mind is based on the

successful school culture program of Crescent City Schools in New Orleans, LA as well as national research.

SOAR Academy – DOE 2014 CSP – Attachment #4 Sample Assessment Calendar

SOAR Academy Sample Assessment Calendar

Assessment	Smarter Balance (state assessment)	Interim assessments	MAP Measures of Academic Progress	Diagnostic / screening Assessments
Purpose	<i>Summative assessment; measure absolute performance; Calibrate performance across the state</i>	<i>Ongoing formative assessments to measure student progress and gaps and adjust instruction</i>	<i>Diagnose student need; Measure student growth; Calibrate performance across the country</i>	<i>Diagnose new student need; Measure student growth</i>
August				All new students: Reading/math basic skills assessments
September			All students: math and reading	Kindergarten: WAKids
October		First Interim Assessment		Kindergarten: WAKids
November				
December		Second Interim Assessment		
January			All students: math and reading	
February		Third Interim Assessment		
March				
April	3 rd -8 th : reading and math; 4 th /7 th : writing; 5 th /8 th : science			
May		Fourth Interim Assessment		Kindergarten: WAKids
June			All students: math and reading	Kindergarten: WAKids



WASHINGTON STATE
CHARTER SCHOOL
COMMISSION

July 7, 2014

Ms. Nadya Chinoy Dabby
Assistant Deputy Secretary
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Dear Deputy Secretary,

It is with great enthusiasm that we submit this letter of support on behalf of SOAR Academy Public Charter School, an applicant for the Charter School Non-SEA Federal Startup, Planning and Implementation Grant 84.282B. As the Executive Director of the Washington State Charter School Commission, I have been consistently impressed with the work of SOAR Academy's leadership team and governing board. I was able to thoroughly read their charter school proposal, attend their community forum, and work closely with them during contract negotiations with the Commission. As one of the first approved and contracted charter schools in Washington State, we look forward to working with SOAR Academy as their authorizer.

Washington State voters approved public charter school legislation in November 2012. SOAR Academy was unanimously approved by the Washington State Charter School Commission on January 30, 2014, certified by Washington State on February 5, 2014, and signed their contract with the Commission as its authorizer in April 2014. Since the charter school sector is brand new to Washington, this federal funding, if granted, will have a significant impact. It is in essence a "game changer" for SOAR Academy.

If SOAR Academy is awarded this federal grant, I am confident that it would have a tremendous long term impact on not only the community they will serve, but the emerging charter school sector here as well. It is without hesitation, that I recommend SOAR Academy's application for the Charter School Program Non-SEA Planning, Startup and Implementation Grant. Please feel free to contact me with questions.

If you have any additional questions regarding SOAR Academy, please contact me directly

Sincerely,

Joshua Halsey
Executive Director
Washington State Charter School Commission



July 7, 2014

For the Charter School Program Grant Review Committee:

On behalf of the Washington State Charter Schools Association (WA Charters), I am writing to endorse and provide full support for SOAR Academy and Kristina Bellamy-McClain's leadership in their application for the Charter Schools Program (CSP) Non-State Educational Agency (non-SEA) Grant. WA Charters has been honored to work with SOAR Academy in the development of a K-8 public charter school in Tacoma, Washington for the past year as part of our Leadership Center's school leadership program.

WA Charters is a statewide nonprofit organization that supports the start-up of high-quality public charter schools with a focus on serving academically and economically disadvantaged communities. WA Charters focuses on four key areas of support: community and family engagement, leadership development, membership services, and policy and advocacy.

Kristina Bellamy-McClain is one of just five Fellows from across the state selected to participate in WA Charters' year-long school leadership fellowship. This fellowship's support includes weekly seminars taught by local and national public education experts, trips and research to study charter school best practices, residencies at proven leading public charter schools, personalized coaching, and ongoing support and outreach with local and national partner organizations.

As a Senior Fellow, Kristina has received support for best practices in charter instructional leadership, operations, data and assessment systems, board governance, human capital management, community engagement, serving students with disabilities and English Language Learners (ELLs), facilities, and budget and finance. We are confident in Kristina's abilities and are committed to continuing to work with SOAR Academy and its board.

Beyond completion of the fellowship, WA Charters will continue to support SOAR Academy in its start-up and implementation. WA Charters is deeply invested in the success of SOAR Academy, and through membership services and the Leadership Center will continue to provide technical expertise to Kristina Bellamy-McClain and the SOAR Academy board, providing monthly professional development seminars on charter start-up and instructional leadership.

Because SOAR Academy is one of the first charter schools to open in Washington State, and because our charter sector and start-up funding is still quite nascent, the CSP grant funds are critical for a successful launch of the WA charter school sector. SOAR Academy is particularly well-positioned to be a model of innovation and excellence. The award of the CSP non-SEA Grant has the potential to propel the charter movement forward with utmost quality in Washington State.

I highly recommend SOAR Academy as a well-deserving candidate of the CSP non-SEA Grant funding.

Sincerely,

A handwritten signature in blue ink that reads "Marta Reyes-Newberry".

Marta Reyes-Newberry

CEO

Washington State Charter Schools Association



July 1, 2014

Dear Reviewers,

Seneca Family of Agencies is pleased to support SOAR Academy's federal Charter School Program Grant. Seneca has had the privilege of working with SOAR Academy over the last year as they have worked to define their approach to supporting the comprehensive education and mental health needs of their students. Based on our experience partnering with SOAR Academy, we believe that they are well prepared to achieve the goals of the CSP grant. Based on the content of our partnership, our particular experience most strongly evidence their commitment and preparedness to increase student achievement and high school graduation rates for vulnerable students including those with disabilities and to provide individualized and culturally responsive services that successfully serve a diverse population.

Seneca Family of Agencies is a large nonprofit provider of educational, mental health, child welfare, and juvenile probation services. Seneca works with more than 60 district and charter public schools to provide direct services, trainings, and consultation aimed at promoting the achievement of all students, particularly those faced with significant challenges. This past year, Seneca was awarded a federal Investing in Innovation Grant from the Department of Education to partner with district and charter schools in implementing and evaluating Seneca's multi-tiered, trauma-informed model that integrates Special Education, mental health, and school climate interventions to promote inclusive and supportive school settings.

With the advent of charter schools in Washington State, Seneca has enjoyed the opportunity to partner with the developing charter schools to devise comprehensive systems to promote the academic and social-emotional needs of students within inclusive and welcoming school settings. Specific services provided to SOAR Academy have included:

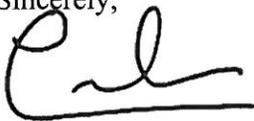
- Support and guidance in crafting strategies included within the charter school application for serving special populations in inclusive school settings;
- Collaboration in identifying and accessing diverse, sustainable funding streams as well as building community partnerships in order to offer comprehensive services within the school setting;
- Training for school leaders and select staff on requirements and best practices in special education, school climate, and mental health services including Multitiered Systems of Support and coordination of service processes

SOAR Academy's inclusion of Personalized Learning Plans for all students allows for responsive academic interventions that will be well suited to the needs of diverse populations as well as those students faced with challenges to academic achievement, such as those with

disabilities and English Language Learners. For students who require additional intervention, small group and individual work, scaffolding, and interventions by a Special Education teacher will be available. This highly responsive plan for academic support is complemented by an equally individualized and comprehensive plan to promote the social-emotional wellbeing of all students. Students' readiness to learn will be promoted with the implementation of school-wide social skill, anti-bullying, and character development curricula. Small group, targeted functional behavioral analysis, behavioral intervention plans, and mental health interventions will be provided to students faced with mental health and behavioral challenges. This intentional focus and school-wide integration of academic and social-emotional supports that are responsive to individual student needs serves as a strong basis by which to improve the achievement of students, such as those with disabilities and English language learners, whose needs far too often go unsuccessfully addressed in traditional school settings.

Based on our experience of partnership with SOAR Academy, we believe they are well positioned to offer an educational experience that meaningfully engages all students and promotes their achievement, including those who have historically faced significant barriers to success in traditional school settings. We offer our strong support of SOAR Academy's proposal. Should the reviewers be interested, we would be happy to discuss our experience with SOAR Academy further and can be reached at (206) 418-8778 or lihi_rosenthal@senecacenter.org.

Sincerely,



Lihi Rosenthal
Executive Director of Education
Seneca Family of Agencies
210 South Hudson St, Suite 301
Seattle, WA 98108

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

July 8, 2014

Dear U.S. Department of Education: Office of Innovation and Improvement
400 Maryland Ave SW
Washington, DC 20202

Dear Sir or Madam,

It is with great enthusiasm that I submit this letter of support on behalf of SOAR Academy, founded and lead by TFA Alumnae Kristina Bellamy-McClain. SOAR is submitting an application for the 2014 Charter School Program Non-SEA Federal Startup Grant 84.282B.

I came to meet Kristina in 2011 as the Principal at Emerson Elementary School in Seattle. As the Executive Director of Teach For America Washington, I have seen her work with parents, students and teachers first hand. I was even more excited to watch as SOAR Academy started as an idea grounded in the hopes and dreams of Tacoma students and families, and is now one of the first authorized charter schools in Washington State history! Teach For America Washington staff and I were engaged and supportive of Kristina and SOAR Academy from its inception. We are so pleased that SOAR has decided to locate in the Hilltop in Tacoma; a neighborhood that is greatly in need of not only options, but a quality and rigorous program for the students and families that live there.

We are pleased to be working together with SOAR, and some of the other local charter schools, to provide a pipeline of talented teachers. Our Coordinator of Alumni Affairs Angela Burgess has worked actively to assist Ms. Bellamy-McClain in connecting with top talent. We have over 500 alumni in the greater Seattle area and our programs here in Washington continue to grow. We are optimistic about future for the children and families of Washington and look forward to a long-term relationship of supporting SOAR's talent needs through our corps members and alumni.

The vital support afforded to SOAR Academy, if awarded this federal grant would have a positive lasting impact on the Hilltop and on the emerging Washington State Charter School movement. This is an incredibly exciting time in our state's history and a great opportunity for the Office of Innovation and Improvement to shape the future of charter schools. I urge you to strongly consider the SOAR Academy application for the Charter School Program Non-Sea Planning, Startup and Implementation Grant.

Sincerely,



Lindsay Hill
Executive Director
Teach For America (Washington State)



AN AMERICORPS PROGRAM

STATE REPRESENTATIVE
37th LEGISLATIVE DISTRICT
ERIC PETTIGREW
MAJORITY CAUCUS CHAIR

State of
Washington
House of
Representatives



AGRICULTURE & NATURAL
RESOURCES
APPROPRIATIONS
APPROPRIATIONS SUBCOMMITTEE
ON EDUCATION
PUBLIC SAFETY
RULES

November 8, 2013

To the Washington State Charter Commission:

I am writing to personally support SOAR Academy's application to open a K-8 charter school serving the students of Tacoma.

I have met with SOAR founder Kristina Bellamy-McClain and find her vision, beliefs, and model to be both inspiring and compelling. SOAR Academy's model is built on the best practices of high performing charter schools from across the country – practices that have helped students with significant special education and ELL populations to thrive and make remarkable progress. It is also grounded in the needs of the Tacoma community. I recently spoke at a Tacoma community event where Ms. Bellamy-McClain presented on her school, and the room was packed with dozens of parents, educators, and community leaders all eager to learn about her model.

As a Washington state legislator, I advocated for public charter schools because I believe our most under-represented students and families deserve access to schools that will create the conditions necessary for their success. SOAR Academy is the kind of school that I fought for: a school that champions all students' rights to a world class education, a school that believes in all students' abilities and right to flourish in today's education system and economy, and a school that inspires its families and community to partner in its success.

SOAR Academy's commitment to the kids of Tacoma is not just to prepare them for college but to persist through college. Our state currently has a surplus of high-wage, high-tech jobs that it cannot fill with local graduates. SOAR Academy is part of the solution for helping our most underserved students reach their dreams and helping our new economy find and keep local talent here in Washington. Thank you for your attention and consideration of this charter application.

Sincerely,

A handwritten signature in black ink that reads "Eric Pettigrew".

Representative Eric Pettigrew

37th Legislative District

LEGISLATIVE OFFICE: 434-B JOHN L. O'BRIEN BUILDING • PO BOX 40600, OLYMPIA, WA 98504-0600 • 360-786-7838
E-MAIL: Eric.Pettigrew@leg.wa.gov
TOLL-FREE LEGISLATIVE HOTLINE: 1-800-562-6000 • TDD: 1-800-635-9993 • www.leg.wa.gov

PRINTED ON RECYCLED PAPER



November 14, 2013

Washington State Charter School Commission

Dear Review Committee:

I am quite pleased to write this letter of support for the development of SOAR Academy in Tacoma, Washington. I am a Professor of Education at the University of Washington Tacoma and Director of Project RTI.

Project RTI is a federally funded initiative focused on the improvement of teacher preparation programs for teachers who wish to be certified in both general and special education (i.e., dual track certification).

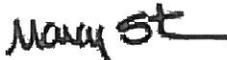
One of the objectives for Project RTI has been the development of a model of university/school partnerships with particular emphasis on ensuring coherence between what is taught in university teacher education methods classes (i.e., evidence-based instruction) and what is practiced in the field. The partner school model that we have developed differs significantly from traditional student teaching models. Rather than placing individual teacher candidates in classrooms scattered throughout several school districts, we place approximately 3-5 teacher candidates in a residency program in a carefully selected partner school for an entire academic year. The teacher candidates become an integral part of the school community and are given opportunities to develop both important instructional and collaborative skills.

Critical to the mission of Project RTI, is our commitment to place teacher candidates only in **high need AND high achieving schools**. (See Figures 1 and 2 below.) In our evaluations of the revised certification program, we have found placing teacher candidates in such schools better prepares new teachers to successfully teach in struggling schools immediately upon graduation.

The added benefits of our university/school partnership model include opportunities for classroom teachers to receive targeted professional development from university faculty, additional support for struggling students, and the opportunity for practicing teachers to engage in leadership experiences through coaching our teacher candidates. We hope that this mutually beneficial model is one that will contribute significantly to the education of those who are most at risk for failure in our schools.

Delivering high quality public education is essential not only to the children served in our schools but also to the development of a teaching force that is committed to the success of every student. We are very much looking forward to partnering with SOAR Academy in the preparation of new teachers.

Sincerely,

A handwritten signature in black ink that reads "Marcy Stein". The signature is written in a cursive, slightly slanted style.

Marcy Stein, PhD
Professor
Project RTI
University of Washington, Tacoma

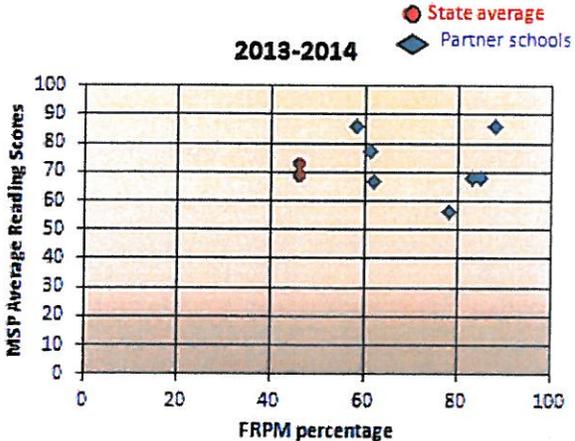
Figure 1: Project RTI Partner School Demographics – Note that all of our partner schools exceed the WA state average for free and reduced lunch and ethnic diversity.

**Partner School Demographics
High Needs *and* High Achievement**

	2011-12	2012-13	2013-14	WA Average 2011-13
Average percent of children receiving FRPM	65% (30-91%)	79% (61-91%)	74% (58-88%)	46%
Ethnic diversity Non-White	52%	67%	59%	41%
Schools of Distinction	2011 Central Avenue	2012 Central Avenue, Gildo Rey, Pioneer	2013 Gildo Rey, Liberty Ridge	

Figure 2: Student Achievement in Partner Schools – Note that all (but one) partner school matches or exceeds WA state average for student performance on the state test. The school that is lagging is a school that has engaged Project RTI in school reform efforts.

**Partner Schools Performance
High Needs *and* High Achievement**





November 7, 2013

Washington State Charter Commission
Insurance Building, Suite 100 Q
302 14th Ave. SW

To the Washington State Charter Commission:

On behalf of the League of Education Voters, I am writing to support the application and establishment of SOAR Academy in Tacoma to serve grades K-8. I admire SOAR Academy's mission, educational model, commitment to serving all students, and eagerness to work side-by-side with community and parent leaders to create a remarkable school.

As the CEO of LEV, I know the importance of providing young people with a strong academic foundation, positive adult role models, engaging co-curricular activities, a positive and rigorous school culture, and access to a broad range of physical and mental health interventions. Our students in Washington deserve nothing less. SOAR Academy's model, which champions this broad-based approach to learning, is based on best practice charter models from across the country and includes significant family engagement among its array of expectations for enrolled students.

Because of the promise and proven practices of SOAR Academy's model, and the urgency of providing students and families in Tacoma with access to high quality educational models, I am enthusiastic about opening this school and its deep potential to improve the lives of thousands of future students. I thus respectfully and strongly encourage you to grant a Charter to SOAR Academy.

Thank you for your time and consideration of my request.

Sincerely,

A handwritten signature in black ink, appearing to read "Chris Korsmo".

Chris Korsmo
CEO
League of Education Voters



November 6, 2013

To the Washington State Charter School Commission:

On behalf of Committee for Children, I'm writing in support of Kristina Bellamy-McClain's application to open the SOAR Academy K-8 public charter school in Tacoma, WA. Committee for Children is committed to equal access to high quality education for all students and families across the country and in Washington State.

For over 30 years, Seattle-based Committee for Children has created and disseminated top-rated social and emotional learning (SEL) curricula which are taught to over 9 million children in 79 countries. We are a globally focused not-for-profit organization that is a widely recognized leader in providing top-quality, evidence-based educational programs to promote social-emotional learning and prevent bullying. More than 25,000 schools in the US – 40% of school districts nationwide – access our programs.

Committee for Children has had positive and productive relationships with charter schools throughout the country, many of which hold social and emotional learning as a primary foundation for student success. We stand ready to support this new school in its efforts to create a safe, positive school climate and we encourage approval of the charter for SOAR Academy.

Sincerely,

Joan Cole Duffell
Executive Director

Our vision: Safe children thriving in a peaceful world

2815 Second Avenue, Suite 400 | Seattle, Washington 98121

800-634-4449 | Seattle: 206-343-1223 | FAX: 206-438-6765 | www.cfchildren.org

Heidi B. Bennett

206-781-5566
213 North 57th St.
Seattle, WA

98103

heidi@bennettdirect.net

November 19, 2013

Washington State Charter Commission
Insurance Building, Suite 100 Q
302 14th Ave. SW

To the Washington State Charter School Commission:

I am honored and thrilled to support the launch of SOAR Academy, a K-8 school serving the Hilltop neighborhood of Tacoma. I am a public schools parent and the Washington State PTA Regional Legislative Chair. In my role as the Regional Legislative Chair, I have spoken with hundreds of parents across the state, learned the intricacies of our state policy environment, and worked diligently to find legislative solutions for the expressed needs of families. These experiences lead me to know the powerful and positive impact that charter schools can have in a community for students, parents, and families.

I have long advocated on behalf of families and children across the state, particularly those who do not always have voice. Parents want the best for their children, and they are looking for access to mission-driven schools that are committed to serving their children's needs and providing creative solutions to students who may not thrive in the traditional system. There is a tremendous need in our underserved communities for quality educational options and I am confident SOAR Academy can help us address this need. SOAR Academy believes in the capacity of each and every child to be successful, and its mission is to work alongside the community to provide a college preparatory education for all of its students. Such a model would benefit our children and families tremendously.

Thank you for your attention and consideration of my request that you support SOAR Academy's vision to give our children the opportunity to receive a high quality education.

Sincerely,

Heidi Bennett
Parent Advocate and PTA Leader

Support SOAR Academy Charter school

NAME	Signature	Where do you live?
William Tsapralis	William Tsapralis	South Tacoma - Near Larchmont.
James M. Boyd	James M. Boyd	Everett, WA
Challie Williams	Challie Williams	Tacoma, WA
Alice N. Currie	Alice N. Currie	Tacoma, WA.
SHAWN N. SIMMONS	Shawn Simmons	RENTON
Rosalund Jenkins	Rosalund Jenkins	Olympia, WA
Yasmin Smith	Yasmin Smith	Tacoma.

Dear Washington State Charter School Commission:

We have signed our names below in **support of SOAR Academy opening in the Hilltop of Tacoma in 2015.**

We support SOAR's mission to **transform the educational experience for all learners for success in and through high school, college and beyond.**

We believe that **college preparation begins in Kindergarten** and we want that belief and option for the students of Tacoma.

We want a **rigorous, personalized, college prep program** in a **small school environment** for a truly diverse group of students. **SOAR Academy** offers all of this.

We, the undersigned members of the Washington State and the Tacoma community – **ask you to approve SOAR Academy's charter application.** Thank you.

Name	Signature	Where you live
Eddie Sumlin	Electronic Signatures: Email	Tacoma
Calyn Holdaway	proof provided upon request	Tacoma
Emmalee Humphreys		Kent
Colton Davis		Tacoma
Dick Muri		Tacoma
Harrison Laird		Tacoma
Angela Bogan		Seattle
Cathy Liu Scott		Seattle
Chris Eide		Seattle
Katherine Kribbs		Seattle
Amy Liu		Tacoma
Cedric Henderson		Tacoma
Angela Burgess		Seattle
Marilyn McVay		Seattle
Gustavus Lawler		Tacoma
Vitoria Woodards		Tacoma
Joe Query		Tacoma
Adam Waalkes		Sammamish
Mary Beth Lambert		Seattle
Johnathan Aisenburg		Seattle
Pamela Belyea		Seattle
Laura Kimball		Sammamish
Lindsay Hill		Seattle



THE WASHINGTON STATE CHARTER SCHOOLS ASSOCIATION

Title of event Tacoma Community Forum Date 11/13/13 Location Bates T.C. - Downtown

NAME	TITLE/ OCCUPATION	ORGANIZATION/ AFFILIATION	E-MAIL Address	PHONE	How did you hear about this event?	Are you a parent of a current K-12 student? (Y/N)
1. Timmie Foster	Teacher				Flyer	
2. Aaron Bickham					Flyer	
3. Virgindle Ashe	Visitation Supervisor	State			Flyer	
4. Roz Jenkins		LEV				
5. Mary Reeves			IVRMSPE@Q.COM		Roz	
6. I.V Reeves, Jr.	Visitation		IVRMSPE@Q.COM		Roz	
7. Lindsay Hill	ED	TFA	lindsay.hill@teachforamerica.org		email	Y
8. Eva Colen	Managing Director Community Engagement	TFA	eva.colen@teachforamerica.org		email	N
9. Perry Lee	Education	L.O.L	DL7464@p.hk			No
10. Diane Kader	Education	Wife of Librarian				



THE WASHINGTON STATE CHARTER SCHOOLS ASSOCIATION

Title of event _____ Date _____ Location _____

NAME	TITLE/ OCCUPATION	ORGANIZATION/ AFFILIATION	E-MAIL Address	PHONE	How did you hear about this event?	Are you a parent of a current K-12 student? (Y/N)
1. T. L. Penn	SPO	Billie McDaniel City Foundation				
2. Hilal Samthel	City Director	Stand for Children	Samthel@stand.org	(253) 227- 91511	Adrienne Simmons	Yes
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						



THE WASHINGTON STATE CHARTER SCHOOLS ASSOCIATION 2013

Title of event Tacoma SOAR Forum Date Sat Nov 16 Location Tacoma Bates S. Campus

NAME	TITLE/ OCCUPATION	ORGANIZATION/ AFFILIATION	E-MAIL Address	PHONE	How did you hear about this event?	Are you a parent of a current K-12 student? (Y/N)
1. Perry Lee Dyer	Director	WSP of Liberty	[REDACTED]	[REDACTED]	Dr. Kinley	NO
2. Jim Boyd	Director	WSP	jim@dunconins.us	[REDACTED]	Perry Dyer	NO
3. Roz Jenkins		LEV		[REDACTED]		NO
4. Adele Currie		Black Collective		[REDACTED]		NO
5. Adam Walkes	Researcher	none	[REDACTED]		Group	NO Y
6. GEORGE MENG	Retiree	none	george-meng@chartermail.com		W. Chunks	Yes
7. Ron Robinson	Educ Consultant	Geoduck Ed Cons.	ron@vobilsa.com geoduck.biz	206 951-3797		NO
8. Challice Williams	Corrections Officer	King Co. DAD	[REDACTED]	[REDACTED]		NS
9.						
10.						



THE WASHINGTON STATE CHARTER SCHOOLS ASSOCIATION

YES! I WANT MORE INFORMATION

Tacoma Soar Forum 11/16/13
Bates S. Campus

NAME	TITLE/ OCCUPATION	Where do you live?	Are you a parent of a K-12 Student? (Y/N)	E-MAIL	PHONE
1. Diane Kinder	Prof.	Tacoma	N	dKinder@u.washington.edu	253 692-5878
2. SHAWN SIMMONS	EDUCATOR	PENTON	N	[REDACTED]	[REDACTED]
3. [REDACTED]	Retired	Sammamish	Y	George.zimmer@hawaii.edu	[REDACTED]
4. William Tsapralis	Communities in schools volunteer	Tacoma	N	[REDACTED]	[REDACTED]
5. Y. Smith	Edu. Instructor	Tacoma	N	[REDACTED]	[REDACTED]
6.					
7.					
8.					
9.					
10.					

Professional Experience

PFEFFER DEVELOPMENT, LLC, Seatac, WA and Anchorage, AK (2013 – Present)

DIRECTOR OF STRATEGIC PROJECTS

Lead the company's business development activities focusing on consolidated rental car facilities. Interface with leadership of all major rental car brands, airports and governing entities to develop and operate shared facilities at locations across the United States and Canada. Work with a highly specialized team of consolidated rent a car (CONRAC) experts who focus on contract/document development, financing and facility management.

FUNDRAISING PARTNERS NORTHWEST, Seattle, WA (2004 – 2012)

STRATEGIC EVENTS & FUNDRAISING, Seattle, WA (1998 – 2004)

PARTNER/OWNER

Co-founded fundraising and event management firm to provide services to political, corporate and not-for-profit clients in the Pacific Northwest and Alaska. Expanded original company to provide enhanced services, increasing annual revenue by more than 30 percent. Directed firm's political practice while managing highest-profile clients. Developed detailed fundraising plans with scheduling, financial projections and strategies across key revenue sources from grassroots to major donor initiatives. Recruited and guided community leaders and C-level executives to head volunteer fundraising efforts; hired/managed vendors and staff; analyzed data and recommended/implemented course corrections as necessary.

Major Accomplishments:

- Cultivated, solicited and closed five and six figure individual and corporate contributions to political committees.
- Directed fundraising of over \$75 million for federal, state and local campaigns and causes.
- Developed and implemented comprehensive fundraising budgets for candidate direct solicitation, finance committee, local and national events, direct mail, telemarketing and online solicitation.
- Counseled leaders from Safeco Insurance and the University of Washington to establish the Safeco Scholarship Fund, raising over \$1.5 million for students in the UW's diversity scholars program.
- Provided leadership and managed a team of up to 10 professionals.

BDO SEIDMAN, Seattle, WA (1997 – 1998)

DIRECTOR OF ADMINISTRATION

Partnered with managing principal to lead 40-person local office of national consulting firm, including hiring and managing administrative team. Directed all human resource functions and led efforts to grow brand awareness in the Puget Sound Region.

U.S. SENATOR FRANK MURKOWSKI, Washington, D.C. (1994 – 1997)

ASSISTANT TO THE CHIEF OF STAFF

Supported United States senator and senior staff, managing internal and external communications, travel, constituent affairs, office budgets and VIP events. Selected and supervised 60 interns over four summers. Developed itinerary and coordinated all aspects of multi-day trips for members of Congress and staff, including to Alaska's Arctic National Wildlife Refuge and the Commonwealth of Puerto Rico.

Community Leadership

- Development Committee Chair & Board Member: City Year Seattle/King County (2009 – Present)
- Board Member: Roanoke Conference (2010 – Present)
- Advisory Board Member: Slade Gorton International Policy Center (2012 – Present)
- Co-Founder & Event Co-Chair: Seattle Adventure Race for Parkinson's (2013 – Present)
- Founding Board Member: SOAR Academy (2013 – Present)

Education

- Bachelor of Arts in Political Science, Denison University, Granville, OH
- Fundraising Management Certificate Program, University of Washington, Seattle, WA

RESUME OF BEVERLY GRANT
P.O.Box 65143
University Place, WA. 98464
(253) 237-4664
Beverly@BevGrantlaw.com

PRESENT POSITION: Attorney at Law, Beverly Grant Law Firm, P.S., University Place, WA, P.O.Box 65143, University Place, WA. 98464. Boutique law firm with focus of state and federal practice on employment litigation, particularly various business, discrimination, sexual harassment matters and veteran issues.

ADMISSIONS: 1990, California State Bar Association; 1990 Federal District Court for the Central District of California; 1979, Ninth Circuit Court of Appeals; 1978, Washington State Bar; 1978 Federal District Courts for the Eastern and Western Districts of Washington.

EDUCATION: Juris Doctor, School of Law, University of Washington, Seattle, Washington, June 1976. B.A., Political Science. University of Washington, Seattle, Washington, March 1973. Dean's (Honor) List, 1969-70. Masters Degree in Judicial Studies, pending on writing thesis for University of Nevada at Reno.

EXPERIENCE:

Judge, Pierce County Superior Court, Tacoma, WA. 930 Tacoma Ave, Ste. 534: Tacoma, WA. Served as Presiding Judge Juvenile Division for two years. General Jurisdiction: battery, civil commitments, contracts, civil and criminal matters including rape, incest, murder, assault, domestic violence, eminent domain, employment, labor guardianship, personal injury, temporary restraining orders and probate/wills and trust.

Law Offices of GRANT & GRANT, Tacoma, Washington, December, 1996 – April, 2003. Emphasis of practice on civil federal and state litigation, e.g. employment, sexual harassment, personal injury and business matters.

Martindale & Hubbell "AV" rating

Law Offices of Beverly G. Grant & Associates, Los Angeles, California, April 1990- November 1996. Focus of practice is on sexual harassment, discrimination matters, personal injury, and federal/litigation.

Of Counsel to Davies Pearson et al, located at Tacoma, Washington. Practiced in California state and federal courts as well as federal litigation at the United States District Court for the Western District of Washington at Tacoma, while physically residing in Los Angeles, California. August, 1988-1994.

Law Offices of BEVERLY G. Johnson & Associates, Tacoma, Washington, "Of Counsel," August, 1983-July 1988; specialized in federal civil litigation. Acted as a consultant to corporations and other entities in various contract, business and labor negotiation matters. Extensive experience in sexual harassment, employment discrimination, wrongful termination and labor contract matters for defendants and plaintiffs.

McGavick, Heller, Burgess, et al. Tacoma, Washington. September 1980-July 1983. General practice in a variety of state court matters including, dissolution, wrongful death and personal injury. Extensive trial experience in federal civil litigation regarding contract, employment discrimination, civil rights,

Native American Law. Responsible for preparing and writing appellate briefs to the ninth Circuit Court of Appeals. Served on the Federal Criminal Indigent Panel.

Chambers of the Hon. Jack E. Tanner United States District Court Senior Law CLERK, FOR THE Western District of Washington at Tacoma. June 1978- August, 1980; Prepared and researched law pertaining to findings of fact and conclusions of law and court matters. Wrote bench memoranda and opinions published for the United States District Courts for Washington and the Ninth Circuit Court of Appeals (sitting by designation). Supervised extern student program.

Participant, in the People's Republic of China; U.S./China Joint Session on Trade, investment, Economics and Law – 1987, Beijing, China. August 1987. Also, listed in "Best Lawyers in America" in Washington State labor law section under her maiden name, Beverly Johnson.

Lecturer- Washington State Bar Association Washington State Trial Lawyers Association, Washington Employment Lawyers Association, California State Bar Association, American Trial Lawyers Association and the National Employment Lawyers Association.

Publications – "Sex Harassment in Employment," 33 Am Jur. Trial, pp.257-399; American Trial Lawyers (Winter Convention; September 1985) Anchorage, Alaska – "Litigating Unlawful Termination Cases – Successful Defeating Defense Motions and Arguments; January 1987, Phoenix, Arizona, "Sex Harassment in Employment"; Washington State Trial Lawyers Association, "Jury Instructions in Employment Policies and Procedures, sponsored by Northwest Women's Law Center, March, 1992, Bellevue, Washington. Scheduled lecturer for seminars, "What Does an Offer to Allow Judgment Have to Do with Settlement?", National Employment Lawyers Association, June 1993, Orlando, Florida and "Sexual Harassment in the Entertainment Industry," Screenwriters' Guild, Los Angeles, California,, October, 1993. Racial Profiles, Washington State Bar Association, March 2000.

OTHER AWARDS, PROFESSIONAL MEMBERSHIPS & COMMUNITY ACTIVITIES

- Superior Court Judges Association; 2004 & 2005 Judicial Conferences; Civil Rules Equal Access Committees: Equality & Fairness and Judges' Conference Committee
- Pierce County Superior Court Committees: Criminal Plus; County Courthouse Security & Personnel
- American Judges' Association, National Women Judges' Association and the Washington State Judges' Foundation, State Judges' Division
- American Inns of Court, Robert J. Bryan XXV
- National Employment Lawyers Association
- California Employment Lawyers Association
- American Bar Association
- American Trial Lawyers Association
- Tacoma Pierce County Washington Women Lawyers Association
- Washington State Trial Lawyers Association, Board Member
- Pierce County Minority Bar Association
- Judge, Daffodilian Festival , 2005
- Bellarmine Preparatory School Parents Association 0203
- Lower School Facilitator at Charles Wright Academy, Tacoma, WA 1200000-2001
- Red Cross Board Member, 2000=03
- Pilchuck Glass School Auction 2001-2003

- Paint Tacoma Beautiful
- Lenny Wilkens Foundation
- High School Law School, Church, Student Mentor
- African American Museum at Tacoma, Board Member, 1999
- Hilltop Artists in Residence, Board Member 1999
- Loren Miller Bar Association, Vice President, 1979, 1985, 186 Financial Secretary, 1984 at Seattle, WA
- Dinner of the Decade 1998; Pacific Northwest Ballet & James Beard Foundation Fundraising Committee
- Economic Development Corporation of Pierce County, Board Member, 1996-1998.

Lauren Guzauskas

I am an extremely passionate and results-driven nonprofit professional with the creativity and persistence to become a leader in my field. I have over eight years of experience in fundraising and philanthropy for the arts, social service and public education.

SUMMARY OF QUALIFICATIONS:

- Over seven years of professional experience in client relations, philanthropy, and strategic planning
- Proven ability to effectively manage multiple projects and reporting requirements in a deadline-driven environment
- Strong professional written and oral communication skills
- Demonstrated leadership skills and respected by staff, supervisors and community decision-makers
- Master of Public Administration degree with a focus on nonprofit management and education policy

WORK EXPERIENCE:

Seattle Central Community College Foundation – Seattle, WA

Associate Director

January 2012 – Current

- Co-manage manage \$8.5 million endowment; in FY12 increased Foundation endowment by \$500,000;
- Created and launched Seattle Promise scholarship to provide free tuition to *any* qualifying student who wants to study at Seattle Central;
- Guide donors through scholarship criteria development and scholar selection to maximize both donor intent and our students' academic achievement;
- Manage annual review process and scholarship selection for over 400 scholarship applications for 74 unique student scholarships of 160 awards totaling over \$450,000;
- Manage distribution of professional development grants and student emergency funds;
- Increased annual fundraising dinner revenue by 50% and general operating funds by 45%; and
- Supervise two full-time Foundation professionals.

City Year Seattle/King County – Seattle, WA

Director of Strategic Advancement

July 2011 – January 2012

As a member of the Senior Leadership Team, I created and implemented new strategies for City Year Seattle/King County to strengthen the organization by increasing its efficiency and impact.

- Created, recruited, and led the Evaluation Committee to explore our program model and impact;
- Collected and analyze school and student-based data for our student and comparison groups;
- Convened program managers to resolve implementation problems and share best-practices;
- Provided analysis and key financial and programmatic inputs to shape our growth strategy;
- Fundraised primarily through corporate and foundation sources to meet \$2 million-plus annual budget;
- Increased the organization's budget by 50% through a single \$3.2 million gift for FY12 through FY14; and
- Managed City Year Seattle's media and outreach efforts; and
- Supervised two full-time development professionals.

Associate Development Director

Sept. 2009 – July 2011

- Managed a portfolio of corporate and foundation grants with a total value of \$900,000; increased revenue by 10%, despite tough economic times; and
- Co-managed development plan and execution including analyzing financial risk and outlined evaluation plan.

Senior Development Manager

June 2008– Sept. 2009

- Led department and participated on leadership team during director turnover;
- Managed Advisory Board's communications committee and AmeriCorps member outreach committee; and
- Led workshop on best practices for fundraising at annual dinners during City Year's national training conference.

Development Manager

Oct. 2006 – June 2008

- Performed ongoing prospect research, drafted and edited proposals/reports for a portfolio of 40 foundations;
- Created and managed a financial tracking system and a grant deadline tracking system; and
- Mentored and led 55 AmeriCorps members and led them through workshops on grant writing, communications, stakeholder analysis, and community power mapping.

Casa Central – Chicago, IL

Grants Manager

June 2005– Oct. 2006

- Served as principle contact and grant writer for corporate, government, and foundation funders;
- Assisted with development work plan;
- Participated on organization-wide Continuous Quality Improvement Committee;
- Developed a prospect research tracking system; and
- Processed all contributions; maintained Raiser’s Edge database, Internal financial and deadline tracking systems.

Regional Arts Commission – St. Louis, MO

Full- Time Grants Intern

Jan. 2005 – May 2005

- Reviewed, edited, and suggested improvements on submitted grants;
- Coordinated workshops, seminars, panel meetings, and gallery events; and
- Provided database support; created a new database in Pearl – an Access based program

TRAININGS, WORKSHOPS and CONFERENCES

- City of Seattle –2011 Inaugural Class of Engage Seattle Program; trainings sessions to engage and organize citizens
- People’s Institute for Survival and Beyond – Undoing Institutional Racism training
- The Connections Group – Communication Training
- Various Association of Fundraising Professionals (AFP), Northwest Development Officers Association (NDOA), Council for Advancement and Support of Education (CASE) and Puget Sound Grantwriters Association (PSGA) Trainings

EDUCATION:

University of Washington – Seattle, WA

Sept. 2009 – Dec. 2011

Daniel J. Evans School of Public Affairs, Master in Public Administration (focus on education policy)

3.71 GPA

- MPA Degree Project, *Leading IslandWood*, won the Maxwell School of Syracuse University’s 2012 Snow Foundation Award for Best Case or Simulation in Collaborative Nonprofit Management
- Pi Alpha Alpha honors society for top level MPA students

North Park University – Chicago, IL

Sept. 2005 – July 2006

Graduate Level Certificate in Non-Profit Management

3.87 GPA

University of Minnesota – Twin Cities, MN

Sept. 2000 – May 2004

Bachelor of Arts, cultural anthropology; minor in philosophy

magna cum laude. 3.68 GPA

- University of Minnesota Robert K. Spencer Prize for best undergraduate paper in social anthropology
- Pi Beta Kappa member and Presidential Scholarship recipient
- 4 year NCAA Division I Varsity swim team member and 4 time Big Ten Scholar Athlete

SKILLS: Proficient in SPSS, PowerPoint, Excel, Prezi, Word, Publisher, Access and databases Raiser’s Edge and Pearl

VOLUNTEER ACTIVITIES

- City Year and Seattle Central service projects
- 4Culture – Committee member that determined funding for capital grants
- Starbucks organized neighborhood cleanup

RESUMÉ

Thelma A. Jackson, Ed.D.

www.consultforesight.com

Education

- ◆ Fielding Graduate University, Santa Barbara, CA.- Ed.D. - Educational Leadership and Change, 2002
- ◆ Southern University, Baton Rouge, LA - B. S. - Biochemistry, 1968
- ◆ Seattle University, Seattle, WA - Management Training/Decision-Making, 1977
- ◆ The Evergreen State College, Olympia, WA - Career Counseling/Life Planning, 1976

Employment

- 1997 – Present Owner and Principal Consultant, Foresight Consultants, Olympia, WA- Specializing in Educational Services
- 2002 – 2003 Adjunct Faculty in Urban Education, The Evergreen State College Tacoma Campus
- 1993 – 1997 Senior Vice-President of Education Services Division- Nat Jackson & Associates, Inc., Olympia, WA
- 1986 – 1992 Vice-President, Management Services Division -Nat Jackson & Associates, Inc., Olympia, WA
- 1979 – 1985 Jackson & Associates, Inc., Training Coordinator Olympia, WA
- 1975 – 1978 Project Coordinator, Work Options for Women YWCA, Olympia, WA
- 1968 –1971 Research Scientist, Battelle Memorial Institute Pacific Northwest Laboratory, Richland, WA - Senior Research Technician II
 - Inhalation Toxicology Department
 - Analytical Chemistry Department
 - Biology Department - Nutrition and Food Technology
- 1967 Recreation Director, Milwaukee Public Schools Summer Program, Milwaukee, WI
- 1967 Substitute Teacher, Morehouse Parish Schools - Bastrop, LA
- 1964 - 1966 Tutor for the Blind, Louisiana Department of Social & Health Services, Baton Rouge, LA

Key Skill Areas

Educational Auditing	Bias & Fairness Assessment
Cultural Competence	Team Building
Cross-cultural Communications	Budget Analysis
Writing	2 nd Order Change
Transformational Change	Educational Reform Planning & Change Initiatives
Strategic Visioning and Planning	Collaborative Decision-Making
Public Speaking	Diversity Training
Vocational Education	Affirmative Action
Staff Training & Development	Education Equity
Curriculum Assessment	Multiculturalism
Leadership Development	Change Management
Ethical Conduct and Behavior	Employment & Training
Organizational Development	Contract Administration
Public Policy Making	Assessment & Evaluation
Management Training	Personnel Supervision
Conflict Resolution	Retreat Facilitation
Public Participation Processes	Curriculum Development
Legislative Processes	Character and Values Education
Educational Facility Planning	Site-Based Decision Making
Citizen Advisory Committees	Human Resource Management
School Budgeting and Finance	Equal Employment Opportunity Compliance
Cultural Awareness	
Statistical Analysis	
Deductive Reasoning	

Organizations:

- ◆ Fielding Graduate University Alumni Council
- ◆ Northwest Institute for Leadership and Change – Founder and President of the Board of Directors (*501(c)(3) Non-Profit Organization*)
- ◆ American Education Research Association
- ◆ National Association for Multicultural Education
- ◆ Association for Supervision of Curriculum and Development
- ◆ National Alliance of Black School Educators
- ◆ Washington Alliance of Black School Educators - President
- ◆ African American/Multi-Ethnic Education Think Tanks of Washington State
- ◆ The Thurston Group of Washington State – Board of Directors
- ◆ Black Child Development Institute
- ◆ NAACP (Lifetime Member)
- ◆ Phi Delta Kappa

Boards, Councils and Committees

- 2010-Present League of Education Voters – Board of Directors
- 2008-Present Black Education Strategy Roundtable – Steering Committee
- 2007-2010 Washington Alliance of Black School Educators – President
- 2006-Present University of Puget Sound - Race & Pedagogy Community Forum
- 2000-2004 Capital Area African American Business Information Network Board
- 1998-2009 African American Education Think Tank- Founder & Chairperson
- 1976-1997 North Thurston School District Board Member, President 5 times
- 1997 Northwest Women's Law Center Leadership Breakfast Honorary Chairperson
- 1996-2000 Community Foundation Board of Directors
- 1994 Educational Technology Advisory Committee, Superintendent of Public Instruction
- 1994-1996 Northwest Regional Educational Laboratory Board of Directors
- 1994-1996 Washington State Legislative Ethics Board Chair
- 1992-1996 Washington State Commission on African-American Affairs Vice-President/President
- 1992 Education Renewal Institute: Vice-Chair, Secretary/Treasurer
- 1992 Governor Mike Lowry's Citizens Cabinet
- 1992 Governor Mike Lowry's K-12 Education Transition Task Force
- 1990-1991 Governor Booth Gardner's Council on Education Reform and Funding
- 1989 Special Interest Clinics Program Chairperson, National School Boards Association, Anaheim, CA
- 1987-1991 Pacific Mountain Private Industry Council Board of Directors
- 1987-1989 Elected Washington Women Board of Directors
- 1987 Washington State Employment Security Department - Employment and Training Advisory Council
- 1986-1988 Washington State School Volunteer Programs Board of Directors
- 1981-1986 The Evergreen State College Board of Trustees, President, 1983
- 1985 The Olympian Newspaper, Carrier Scholarship Award Selection Committee, Frank Gannet Newspaper
- 1983-1985 Citizens Education Center Northwest, Advisory Committee Member
- 1982 Chairperson - State Advisory Council on Vocational Education
- 1982 Executive Director Screening Committee, Commission for Vocational Education
- 1979-1991 National School Boards Associations: National Task Force on Vocational Education 1979-198 1, Pacific Region President 1990, Resolutions Committee 1990, President's Council 1991
- 1979 U. S. Department of Labor, National Council on Working Women
- 1978-1981 State Planning Committee - Commission for Vocational Education
- 1977-1982 Washington State Advisory Council on Vocational Education, President 1982
- 1977-1979 Northwest Women's Law Center Board of Directors
- 1977 Washington State Coordinating Committee for International Women's Year

- 1976-1980 Thurston Regional Planning Council
- 1974-1976 Olympia YWCA Board of Directors - Program Committee
- 1972-1974 Pacific Peaks Girls Scout Council, Olympia, WA -Board of Directors
- 1972 Benton Franklin American Red Cross - Board of Directors
- 1969-1972 Mid-Columbia Girl Scout Council, Richland, WA -Board of Directors

Associations and Professional Organizations

- 1986-1991 Washington State School Directors' Association, President, First Vice-President, Second Vice-President, Resolutions Committee
- 1987-1997 Thurston County School Directors Association, President 1988
- 1979-1985 Washington Women United
- 1977-1997 National Caucus of Black School Board Members
- 1973-1990 Thurston Country Urban League
- 1968- NAACP Lifetime Member

Community Organizations and Involvement

- 1997-Present African-American Alliance of Thurston County Founder and Chairperson
- 1996 African-American Leadership Summit Convenor, Thurston County
- 1994-1996 Co-Chair, Lacey Area Youth Task Force
- 1992-1998 Rotary Club of Lacey
- 1983-1989 Citizens Education Center Northwest - Board of Directors
- 1980-1983 President, Thurston County Chapter - Black Women's Caucus of Washington State
- 1980-Present Member, New Life Baptist Church
- 1980 Co-Chair, White House Conference on Families, Olympia
- 1978-1989 Northwest Conference of Black Public Officials
- 1977-1983 Founder and President - Black Women's Caucus of Washington State
- 1977 Washington State Women's Conference Planner and State Delegate to National Women's Conference, Houston, TX
- 1974-1976 PTA President - Lydia Hawk Elementary School, Lacey, WA
- 1969-1972 Black Youth Group Founder, Pasco, WA

Awards and Honors

- 2013 University of Puget Sound - Chism Series Distinguished Educator
- 2012 Women of Distinction Award – Girl Scouts of Western Washington
- 2009 Community Heroes Award for Education – Tacoma City Association of Colored Women's Clubs, Inc.
- 2006 Tabor 100 "Crystal Eagle" Leadership Award for Educational Excellence
- 2002 Distinguished Leader Award – Leadership Thurston County
- 1998 Washington Association of Black School Educators Distinguished Service in Education Award
- 1997 Washington State School Directors Association - 20-Year School Board Service Award

- 1995 African American Cultural Institute, First Annual Breakfast of Champions Honoree
- 1991 Nominee - Association of Washington Business Washington Award
- 1991 National Association of Partners in Education- Community Service Award
- 1989 Northwest Regional Educational Laboratory, inclusion in publication *Glimpses into Northwest Lives: Some Outstanding Women*
- 1988 Recipient of the Martin Luther King, Jr. Distinguished Service Award for Outstanding Community Achievement
- 1987 School Board of the Year Member – North Thurston School Board - Washington State School Directors Association
- 1984 100 Washington Women, Superintendent of Public Instruction
- 1984 Vocational Education, Layperson Contributor of the Year
- 1983 Who's Who of American Women
- 1978 Thurston County Citizen of the Year Finalist
- 1978 Outstanding Young Woman of America
- 1976 Lydia Hawk Elementary School PTA Golden Acorn Award
- 1964 Outstanding Freshman Student - Southern University

Published Works, Articles & Authored Reports

Jackson, T. A. *Addressing the Achievement Gap for African American Students in Tacoma Public Schools*. Tacoma, WA: October 2013.

Jackson, T. A. *Addressing the Achievement Gap for African American Students in Tacoma Public Schools*. Tacoma, WA: January 2013.

Jackson, T. A. *Addressing the Achievement Gap for African American Students in Tacoma Public Schools*. Tacoma, WA: September 2009.

Jackson, T. A. *Bias and Fairness Review of Technology Standards and Grade Level Content*. Office of Superintendent of Public Instruction. Olympia, WA: November 2008.

Jackson, T. A. *Bias and Fairness Review of Health and Fitness Standards and Grade Level Content*. Office of Superintendent of Public Instruction. Olympia, WA: April 2008.

Jackson, T. A. *Bias and Fairness Review of Social Studies Standards and Grade Level Content*. Office of Superintendent of Public Instruction. Olympia, WA: June 2007.

Jackson, T. A. *Mathematics Comprehensive Project Report*. Office of Superintendent of Public Instruction. Olympia, WA: August 2005.

- Jackson, T. A. *Bias and Fairness of Writing and Communications Standards and Grade Level Content*. Office of Superintendent of Public Instruction. Olympia, WA: May 2005.
- Jackson, T. A. *Improving Teacher Quality in Washington State: A Matter of Alignment*. Office of Superintendent of Public Instruction. Olympia, WA: July 2004.
- Jackson, T. A. *Bias and Fairness Review of Science Standards: Grade Level Expectations and Evidences of Learning*. Office of Superintendent of Public Instruction. Olympia, WA: May 2004.
- Jackson, T.A. *Title II Teacher Quality Enhancement Project*. Office of Superintendent of Public Instruction. Olympia, WA: August 2003.
- Jackson, T. A. *Bias and Fairness Review of Washington State Standards and Grade Level Content in Reading and Mathematics*. Office of the Superintendent of Public Instruction. Olympia, WA: May 2003.
- Jackson, T. A. *Nurturing the Whole Learner: Education as a Ministry*. The Fielding Graduate Institute. Santa Barbara, CA. 2002.
- Jackson, T. A., Bustillo, M, Whelshula, M., and Zavala, N. *Call to Action: Mandating and Equitable and Culturally Competent Education for all Students in Washington State. Position Statement by the Multi-Ethnic Think Tank*. Office of the Superintendent of Public Instruction. Olympia, WA. June 2001.
- "Mission: Develop Master Plan for New System." *The Principal News*. March-April 1992.
- "Saturday Interview: Thelma Jackson" *Tacoma News Tribune*. October 21, 1991.
- "What is the Future of Public Education in Washington?" *Washington State PTA Newsletter*. October 1991. Volume 19, No. 2.
- "The Changing Culture of School Boards," *Washington State School Directors Association Signal* newsletter. June 1991.
- "1930's Strike Tactics Threaten 1990's Education Solutions." *Washington State School Directors Association Signal* newsletter. May 1991.
- "State Needs Long-Term Teacher Pay Goals." Opinion Editorial, *The Daily Olympian*. Olympia, Washington. April 1991.

"Where Do We Go From Here?" *Washington State School Directors Association Signal* newsletter. March 1991.

"Teachers: Let's Go Forward Together." *Washington State School Directors Association Signal* newsletter. April 1991.

Jackson, T. A. *Affirmative Action Status Assessment of the Clover Park School District*. Clover Park School District. Tacoma, Washington. 1980.

Sanders, C. L. and Jackson, T. A. *Induction of Mesotheliomas and Sarcomas from 'Hot Spots' of $^{239}\text{PuO}_2$ Activity*. *Health Physics*. Volume 22, Numbers 755-759. 1971.

Sanders, C. L., Adey, R. R., and Jackson, T. A. *Fine Structure of Alveolar Areas in the Lung Following Inhalation of $^{239}\text{PuO}_2$ Particles*. *Archives of Environmental Health*. Volume 22, Numbers 525-533. 1971.

Sanders, C. L., Adey, R. R., Jackson, T. A., Wehner, A. P., and Powers, G. J. *Distribution of Inhaled Metal Oxide Particles in Pulmonary Alveoli*. *Archives of Internal Medicine*. Volume 127, Numbers 1085-1089. 1971.

Yoss, J. K., Jackson, T. A., and Menzel, D. B. *Malonaldehyde as a Radiolysis Product of Carbohydrates and Polynucleotides, Production from and Reaction with DNA and RNA*. *Radiation Research*. 1971. Presented at the 18th Annual Meeting of the Radiation Research Society. Dallas, Texas. March 1970.

Yoss, J. K., Jackson, T. A., and Menzel, D. B. *Malonaldehyde as a Radiolysis Product of Carbohydrates and Polynucleotides, Hydrogen Ion Dependence of Formation*. *Radiation Research*. 1971.

Yoss, J. K., Jackson, T. A., and Menzel, D. B. *Malonaldehyde as a Radiolysis Product of Carbohydrates and Polynucleotides, Identification of Malonaldehyde*. *Radiation Research*. 1971.

Overview of Leadership and Experience:

- 19 years experience with successful program development, fiscal management of \$800,000 total budgets, developmentally appropriate and engaging curriculum and assessment design
- Expertise: Multicultural Education, Organizational Design, Leadership and Ethics, Higher Education Legal Issues
- Nationally recognized and awarded Student Leadership Institute
- National conference presenter: leadership, curriculum and assessment, organizational design
- Knowledge and practice of different technological programs for teaching, management and assessment
- 19 years experience of educational administration and teaching—K-16
- Successful grant writing (\$306,000.00) and administration of programs targeting underserved student populations, curricular development, student leadership programs, and community college transfer students
- Developed and Maintained structural partnerships with local school districts, 2 & 4 year public and private institutions, and community organizations

Current Position:

Dean for Student Development

2010 - present

Director of Student Involvement and Leadership

2004 – present

Pacific Lutheran University

Tacoma, WA

- Management of diverse and complex programs, i.e. from design to implementation to assessment
- Develop and implement successful divisional retention plan for at-risk students
- Successful organizational restructuring for efficiency and effectiveness
- Write and manage grants for the Division of Student Life and local community partners
- Develop comprehensive assessment program for Division of Student Life
- Trained and serve as senior conduct hearing officer for sexual misconduct, threat assessment, physical assault
- Designated SEVIS officer for university
- Serve on university critical response team
- Strong familiarity of technology for teaching, management and program administration
- Administered private grant programs targeting community college transfer students, student leadership programs, historically underserved populations
- Depth of expertise with educational and personnel legal issues
- Proven track record of successful coaching and leadership of staff
- Teaching first year courses in career and educational planning
- Outstanding fiscal management- development of budgets, efficient spending practice
- Develop and implement collaborative student leadership curriculum and assessment

Director- Diversity Center 2001 – 6/2009
Pacific Lutheran University Tacoma, WA

- Developed structural and sustained partnerships with university and local community leaders
- Coordinated campus-wide diversity programming & education
- Designed and managed the first Diversity Center at PLU
- Developed curriculum and taught diversity and social justice workshops for faculty and staff
- Initiated and developed peer mentoring program for incoming students of color
- Obtained external grant support targeting at risk student populations
- Appointed to the University Diversity Committee
- Administered the PLU Diversity Scholarship: Rieke Leadership Award and developed first Rieke Scholar Program

Associate Director for Multicultural Affairs 2000- 6/2001
Pacific Lutheran University Tacoma, WA

Education:

Seattle University

Doctorate of Education (Area of Focus: Educational Leadership) 2007- 2011
Dissertation Title: *Persistence and Engagement of First-Generation College Students: A Quantitative Study*

University of Washington, Tacoma Campus

Masters in Education (Area of Focus: Multicultural Education) 1996-1997
Thesis Title: *Cultural Literacy & Cultural Capital: Tools for Success*

Pacific Lutheran University

Bachelors of Arts in Education (English and Secondary Education) 1991-1995

University Teaching at Pacific Lutheran University:

Psychology 113: Career and Educational Planning 2012, 2011, 2010, 2009, 2006
English 190: Shakespeare Goes to College 2005
Education 205: Multicultural Perspectives in the Classroom 2001

Campus-wide Service at Pacific Lutheran University:

Strategic Enrollment Management Advisory Leadership Committee
Strategic Enrollment Management Advisory Committee
Accreditation Themes Committee
PLU 2020 (long range plan) Summer 2011 Writing Team Advisory
PLU 2020 (long range plan) Summer 2010 Writing Team
PLU 2020 (long range plan) Steering Committee
University Dispute Resolution Committee

University Student Conduct Hearing Officer
Wild Hope: Center for Vocation Steering Committee
Emergency Operations Team
Global Education Committee
University Diversity Committee
First Year Experience Committee
University Center Renovation Committee
Student Success and Retention Task Force
International Student Services Steering Committee

Awarded Grants for Institutional Initiatives:

College Spark Foundation: “PLU Scaffolding Project” 2011-2013
\$57,000

Primary Author and Grant Manager: Eva Frey Johnson
Focus: Retention of first generation college students through expanded coordinated support from multiple university departments—both in and out of the classroom. Emphasis on assessment of support services.

College Spark Foundation: “PLU: Pipeline for Learners- Expanded” 2006-2009
\$99,000

Primary Author and Grant Manager: Eva Frey Johnson
Focus: Recruiting and retaining transfer students from historically underserved populations through building intentional partnerships with 5 nearby community colleges

Marguerite Casey Foundation: “PLU: Pipeline for Learners” 2005
\$50,000

Primary Author and Grant Manager: Eva Frey Johnson
Focus: Recruiting and retaining first year students from historically underserved populations through building intentional partnerships with local school districts

Thrivent Financial for Lutherans: “Thrivent Youth Leadership Program” 2003-2005
\$100,000

Primary Author and Grant Manager: K. Farrell, Eva Frey Johnson (grant manager for 2004-2005)
Focus: Designing and implementing a comprehensive university student leadership experience and partnerships with local Lutheran churches.

Professional Experience:

Rialto Middle School (Rialto, CA) 1999-2000
8th Grade English Teacher
AVID (program targeting at-risk students) Team Teacher

Bethel Junior High (Spanaway, WA) 1995-1999
7th Grade English, History, & Reading Teacher
7th Grade Chairperson (2 Terms)
Member of District Diversity Committee
Professional Teaching Certificate

Publication:

Shore, W. J., **Johnson, E. F.**, Baillon, A. D. (2010). The Pedagogy of Event Planning: Facilitating First-year College Students’ Reflective Learning. *Journal of College and Character*, 11, 1-12.

National and Regional Presentations:

JUNE 2013: “Using Character Strengths as Tools to Foster College Students’ Vocational Development” (Co-Authors/Presenters: Amber Dehne Baillon, Dr. Wendelyn Shore) Poster presented for the Third World Congress on Positive Psychology (IPPA), Los Angeles, CA

APRIL 2013: “Character Strengths as Tools in the Vocational Development of College Students” (Co-Authors/Presenters: Amber Dehne Baillon, Jessie Sheppard, Dr. Wendelyn Shore) Poster presented for the Western Psychological Association (WPA) Convention, Reno, NV

NOVEMBER 2012: “Teaching Resilience: How to Inspire Your Students and Staff” (Co-Author/Presenter: Dr. Laura Majovski) Session presented at NASPA Region V & VI Conference, Waikoloa, HI

NOVEMBER 2012: “What will you do with Your One Wild and Precious Life?” (Co-Presenters: Amber Dehne Baillon, Dr. Wendelyn Shore) Session presented at NASPA Region V & VI Conference, Waikoloa, HI

FEBRUARY 2012: “Positive Psychology and Student Development: Strategies for Facilitating Reflective Learning” (Co-Author/Presenter: Amber Dehne Baillon, Dr. Wendelyn Shore) Session presented for the First-Year Experience Conference, San Antonio, TX

DECEMBER 2010: “Infusing Positive Student Development into your Student Leadership Program” (Co-Authors/Presenters: Amber Dehne, Melanie Deane) Session presented for the NASPA, ACPA and National Clearing House for Leadership Programs, Tampa, Florida

NOVEMBER 2010: “When Leadership Meets Learning: A Progressive Approach to Developing Student Leaders” (Co-Authors/Presenters: Amber Dehne, Jeff Olsen Kregel, Jennifer Thomas) Session presented for the NASPA Region V & VI Conference, Portland, Oregon

JUNE 2010: “Pacific Lutheran University’s Wild Hope Project” Invited Presentation. (Co-Author/Presenter: Amber Dehne) Invited Presentation for the Extraordinary Lives Colloquium, Fort Worth, Texas

MARCH 2009: “Moving from Event Planners to Educators: Successful Strategies for Student Learning” (Co-Author/Presenter: Amber Dehne) Pre-conference workshop presented for NASPA National Conference, Pre Conference Workshop, Seattle, Washington

MARCH 2009: “We’re Kind of A Big Deal: Moving from Event Planners to Educators” (Co-Author/Presenter: Amber Dehne) Session presented for NASPA National Conference, Seattle, Washington

JUNE 2007: “Gateways to Learning” Invited Presentation: ANAC Summer Institute, Elon University, North Carolina

MARCH 2007: “Power of Pause and Ponder: Sustainable Pedagogy for New and Mid-Level Professionals” (Co-Presenter: Rick Eastman) Session presented for ACPA/NASPA National Conference, Orlando Florida

SEPTEMBER 2006: “Building Partnerships between Admission and Multicultural Affairs” (Co-Presenter: Jennifer Olsen Krengel) Session presented for Evangelical Lutheran Church in America Colleges/ Universities Conference, Chicago Illinois

OCTOBER 2003: “Diversity in the 21st Century: Power in Partnerships -- A case study of a successful consortium of public and private colleges and universities, including community and technical colleges” (Co- Authors/Presenters: Dr. William Teska, Dr. Marcie Lazzari) Session presented for American Council on Education National Conference (ACE), Atlanta Georgia

JANUARY 2003: “Creating Seamless Integration for Students: Promoting Intercultural Competencies in Integrated Learning Environments” (Co- Author/Presenter: Dr. William Teska, & a student) Association of American Colleges and Universities (AAC&U) National Conference, Seattle Washington

APRIL 2002: “Supporting Campus-wide Diversity Initiatives through Integration of Academic and Student Affairs” (Co- Author/Presenter: Dr. William Teska) Session presentation for South Puget Sound Higher Education Diversity Partnership Faculty Institute, Tacoma Washington

OCTOBER 2001: “Talking About Diversity: Student Affairs in Partnership with Academic Affairs” (Co- Author/Presenter: Dr. William Teska + Student) Session presentation for American Council on Education (ACE) National Conference, Cincinnati Ohio

FEBRUARY 2001: “Individual Histories with Issues of Race” (Co- Author/Presenter: Dr. Christopher Spicer) Session presentation for Washington Center for Improving the Quality of Undergraduate Education Annual Conference, Federal Way Washington

University Outreach:

Northwest Commission of Colleges and Universities <i>Evaluator</i>	2012- present
South Puget Sound Higher Education Diversity Partnership <i>Co-chair</i> <ul style="list-style-type: none">Hosted 7 Regional Institutes at PLU (2003-2009)Partnership consists of 13 regional institutions from the South Puget Sound region, including technical, 2 and 4 year public and private schools.	2001 – present 2002- 2007
Washington Achievers <i>College Mentor</i> <ul style="list-style-type: none">Reader for the Washington Education Foundation incoming Achiever Cohort 2003-2004Interim Washington Achiever on-site college mentor contact Spring 2002	2001 – 2007
Partnership with Tacoma Public Schools <ul style="list-style-type: none">Partnering with TPS to provide a planning night for ESL families on American college systems – helping to demystify the college system	2003 – 2007

Recent Continuing Education:

NASPA Alice Manicur Symposium for Aspiring SSAO- Clearwater, FL	January 2014
Third World Congress on Positive Psychology (IPPA)- Los Angeles, CA	June 2013

NASPA Western Regional Conference, Waikoloa, HI	November 2012
Students in Transition: First Year Experience- Vancouver, Canada	July 2012
Title IX and Sexual Assault Webinar: United Educators	June 2012
NAC&U Summer Institute, Westminster College- Salt Lake City, UT	June 2012
Title IX and Sexual Assault Workshop: Peter Lake, JD- Tacoma, WA	May 2012
First Year Experience Conference- San Antonio, TX	February 2012
Department of Justice: Sexual Misconduct Conference- Atlanta, GA	February 2011
NCHERM Sexual Misconduct Investigation Training- Tacoma, WA	November 2010
NCHERM Threat Assessment Workshop- Tacoma, WA	November 2010
NASPA Region V & VI Conference- Portland, OR	November 2010
NCHERM Sexual Misconduct Training- Chicago, IL	July 2010
Extraordinary Lives Colloquium- Fort Worth, TX	June 2010
NASPA National Conference- Seattle, WA	March 2009
Legal Issues in Higher Education- Clearwater Beach, FL	February 2008
ANAC Summer Institute- Elon University, Ashville, NC	June 2007
ACPA/NASPA National Conference- Orlando, FL	March 2007
Department of Justice: Stalking and Intimate Partner Violence, Washington DC	January 2007
Race and Pedagogy National Conference- Tacoma, WA	September 2006
First Year Experience National Conference- Atlanta, GA	February 2006
International Transitions, Summer Intercultural Institute, Oregon	July 2004
ACE National Conference, Atlanta, GA	October 2003
Diversity Training, Summer Intercultural Institute, Oregon	July 2003

Awards/Recognitions:

Spirit of Diversity Award- Pacific Lutheran University	May 2012
“Ruby Ally” LGBTQ Community Leadership Award- Pride Foundation, Pierce County	July 2010
Mid-Level Professional of the Year, Region V National Association of Student Personnel Administrators (NASPA)	November 2009
Distinguished Administrator of the Year- Pacific Lutheran University	December 2006

Professional Memberships:

National Association of Student Personnel Administrators (NASPA)

GEORGE T. MENG

EXPERIENCE

2005-2009	MICROSOFT CORPORATION	REDMOND, WA
<i>2006-2009</i>	Director of Staffing Marketing, Human Resources	
<i>2005-2006</i>	Director of U.S. College & MBA Recruiting, Human Resources	
2001-2005	RENDITION NETWORKS	REDMOND, WA
	VP of Operations	
2000-2001	IMANDI.COM	REDMOND, WA
	VP of Marketing	
1991-2000	MICROSOFT CORPORATION	REDMOND, WA
<i>1999-2000</i>	Group Product Manager, Microsoft Office	
<i>1997-1998</i>	Group Product Manager, Microsoft Outlook	
<i>1996-1997</i>	Group Product Manager, Microsoft FrontPage	
<i>1993-1996</i>	Group Product Manager, MSN	
<i>1991-1993</i>	Product Manager, Microsoft Developer Network (MSDN)	
1990	PACIFIC BELL	SAN RAMON, CA
	Product Manager	
1987-1989	DIGITAL	SHREWSBURY, MA
	Manufacturing Engineer	
1986-1987	THE GILLETTE COMPANY	BOSTON, MA
	Product Design and Manufacturing Engineer	

EDUCATION

1982-1986	MASSACHUSETTS INSTITUTE OF TECHNOLOGY	CAMBRIDGE, MA
	Bachelor of Science in Mechanical Engineering	
1989-1991	UNIVERSITY OF CALIFORNIA AT BERKELEY	BERKELEY, CA
	Masters in Business Administration	

OTHER

Board Member, City Year Seattle; Mentor volunteer (3rd grade) for Issaquah School District

Kristina Bellamy-McClain

210 S. Hudson

Seattle, Washington 98134

907-830-3226

Email: kbellamymcclain@soaracademies.org

OBJECTIVE To provide quality, focused and exemplary leadership as the CEO and Founding School Director of SOAR Academy, promoting social justice, equity and rigor for all learners.

EDUCATION

University of Alaska Anchorage Anchorage, Alaska
Masters of Education; Educational Leadership
May 2008

Loyola Marymount University Los Angeles, California
Masters of Arts; Elementary Education
May 2004

University of North Carolina at Charlotte Charlotte, North
Bachelors of Science; Criminal Justice Carolina
May 1999

EMPLOYMENT

July '13- Present **Senior Leadership Fellow, Washington State Charter School Association**
Selected through a nationwide search to find exemplary leaders to form the inaugural cohort sponsored by the Washington State Charter Schools Association. As a Leadership Fellow, receives support in navigating the application process to launch SOAR Academy, a high-quality proposed public charter school in Tacoma, WA.

July '11- June '13 **Principal, Seattle Public Schools**
Appointed to Emerson Elementary by Superintendent to lead work at a "turnaround" school (bottom 10% in the state of Washington); Oversaw and lead planning, investment and communication process with State Department of Education to plan, write and implement school reform plan; Oversaw daily operations, to include the development and implementation of safety and supervision plans. Sole administrator tasked with discipline, parent, teacher and student support and relationships, as well as development and implementation of staff professional development, school budget management and oversight, in addition to building capacity and

sustainability systems. Responsible for the restructuring and development of school systems to include: Discipline and Intervention; Multi-Tiered System of Students Support (MTSS or RTI); Additional duties included, but not limited to: Providing support for staff, performs staff evaluations, building and nurturing relationships with all school community stakeholders to include families, staff and community, as well as providing consistent feedback and participation in content specific collaboration meetings (weekly) and planning and execution projects and /or units of study, assisted with management of Professional Learning Communities (PLC's), including school-wide data tracking and data collection ; Served as coordinator to the Associated Student Body (ASB) as an integral part of planning and execution of all ASB sponsored events; Other duties as assigned by the Executive Director and the Superintendent of Seattle Public Schools.

Aug. '10- Assistant Principal, Seattle Public Schools

June '11 Assigned to Denny International Middle School; At the discretion of the principal, assisted with and oversaw daily operations, as well as served as the school lead for student supervision and monitoring plans. Served as Grade Level Administrator (GLA) for the entire 8th grade and 6th grade (last names M-Z): Duties as GLA included, but not limited to: discipline, parent, teacher and student conferencing, attending weekly grade level team meetings to discuss interventions, students of concern and referrals to the schools SAST (Student Academic Support Team); Served as lead department Administrator to the Science, Music, World Language, Physical Education and Special Education departments: Duties included, but not limited to: Provides support for staff, performs staff evaluations, building and nurturing relationships with all department stakeholders to include families, staff and community, as well as providing consistent feedback and participation in content specific collaboration meetings (weekly) and planning and execution of department specific projects and /or units of study, assisted with management of PLC's, including providing department-specific professional development as needed; Served as Administrative liaison to the Associated Student Body (ASB) as an integral part of planning and execution of all ASB sponsored events; Other duties as assigned by the Principal, Executive Director and the Superintendent of Seattle Public Schools.

July '09- Principal, Anchorage School District

July '10 Assigned to Tudor Elementary School (Title 1 School); Is responsible for attending to the needs of staff, students and community. Duties included but not limited to: discipline, conferencing, managing and overseeing the expenditures of general education, Title 1, Stimulus

(ARRA)), School Improvement and NCLB Supplemental Educational Services Budgets; providing support for staff, performing staff evaluations, building and nurturing relationships with families, staff and community, as well as day to day operations. Other duties as assigned by the Superintendent and the Executive Director of Elementary Education.

- July '08-
May '09** **Assistant Principal, Anchorage School District**
Assigned to both Muldoon and Rogers Park Elementary Schools working collaboratively with the building Principal was responsible for attending to the needs of staff, students and community. Duties included but not limited to: discipline, conferencing, providing support for staff, staff evaluations, building and nurturing relationships with families, staff and community and day to day operations. Other duties as assigned by Principal and the Anchorage School District Elementary Education Department.
- Feb. '08-
Mar. '08** **Principal Intern; Anchorage School District**
As a participant in the ASD DEEL Program (Developing Exemplary Educational Leaders) served as an Intern at Tudor Elementary School. Under the supervision of a mentor Principal was responsible for attending to the needs of staff, students and community. Duties included but not limited to: discipline, conferencing, providing support for staff, building and nurturing relationships with families, staff and community and day to day operations. Other duties as assigned by Principal.
- Aug. '05-
May '08** **Teacher, Anchorage School District**
Co-Teacher In Charge; Responsible for teaching Alaska State Standards in a Kindergarten classroom of 20 students; Responsible for assessing and reporting on student achievement in all subject areas. Taught grades 4th ('05-'06) and 4/5 Combo ('06-'07) and Kindergarten ('07-'08).
- Summer
2007** **Teach For America, School Director - Grape Street Elementary School**
Served as principal for a 6 week summer school in inner city Los Angeles, while leading both instruction and operations. Responsible for the development of 53 new-to-profession ,Teach for America Corps Members; Oversaw day to day operations of the summer school program; Developed a team of 8 Institute staff members to maximize their effectiveness; Partnered with district principal and faculty advisors to ensure that our model for instruction met the needs of the student population; Created a culture of excellence within the school community.

- 2002-2005** **Teacher, Lynwood Unified School District**
Grade level chairperson; Responsible for teaching California State Standards in a first grade multi-subject classroom of 20 students; Responsible for assessing and reporting on student achievement in all subject areas; Teacher Representative to the Superintendents Advisory Council
- 2002-2004** **Teach for America Corps; Los Angeles**
Student taught in the Bronx, New York at CES 199 (Shakespeare School) as a member of a highly competitively sought national corps dedicated to eliminating the educational divide, and providing students across the nation with access to quality education and educators by placing highly trained teachers in urban and rural school districts across the country.
- 2000-2002** **Community School Coordinator, Anchorage School District**
Developed and implemented strategic plans for ASD Community Education Department to ensure program sustainability; Implemented 21st Century Community Learning Centers grant through the effective marketing of community education and resources; submitted quarterly reports with budget projections, facility usage reports and adherence to grant specifications; plan programs and implemented them to meet grant specifications; supervised 10-20 member staff and scheduled school facility use with the community; coordinated and oversaw numerous successful community sponsored and family events; recruited volunteers and council members.

COMPUTER SKILLS

Microsoft Office Applications, Quick Books, Excel, Quicken, AppleWorks Applications

LEADERSHIP AND PROFESSIONAL AFFILIATIONS/Awards

- Southeast Representative; Principals' Association of Seattle Schools
- Negotiations Team Member 2012-2013; Principals' Association of Seattle Schools
- President; Santa's Castle Joint Base Lewis-McChord; Fort Lewis, WA
- Executive Board Member & Leadership Development Chair 2010-2012; Alpha Kappa Alpha Sorority, Inc. – Delta Upsilon Omega Chapter; Seattle, WA
- Past Board Member (Vice President and Charter Member), Anchorage Urban League of Young Professionals

- Member, National Association of Elementary School Principals;
- 2006 "Alaska's Top 40 Under 40" Recipient
- 2005 Mile High Leadership Award

CERTIFICATIONS

North Carolina Principal's Certification – March 2013

North Carolina Teacher's Certification – March 2013

Washington State Resident Administrative Certificate – May 2013

Alaska Type A Professional Teaching Certification – April 2008

Alaska Type B Principal's Certification – May 2008

CBEST RICA CLAD Teaching Cert. – May 2004

(CA)

Professional Biography

Kristina Bellamy-McClain resides in Washington State with her husband Jimmy, an active duty military service member currently serving in Afghanistan. Born and raised in Anchorage, Alaska, Kristina is a professional educator and small business owner.

Kristina holds Masters Degrees in both Elementary Education and Educational Leadership from Loyola Marymount University in Los Angeles, California and the University of Alaska Anchorage respectively and a Bachelor of Science Degree in Criminal Justice from the University of North Carolina at Charlotte. She is the former Principal of Emerson Elementary in Seattle, WA and Tudor Elementary in Anchorage, AK. Currently, Kristina is a Senior Fellow with the Washington State Charter Schools Association.

Kristina is the owner of "Simply Stunning, LLC", an event planning, modeling/pageant and personal development coaching business. In 2006, she was honored by being named one of "Alaska's Top 40 Under 40" by the Alaska Journal of Commerce and the Anchorage Chamber of Commerce. Kristina currently serves as Co-Director of the Pacific Northwest Coed Pageants an awards program for young ladies ages 3-22, and produces state pageants annually in Alaska, Oregon and Washington. Kristina has coached and trained national, state and local pageant winners in Alaska and Washington.

Kristina has planned and produced several community projects in Alaska and Washington including: Operation Homefront of Washington Military Moms Baby Showers; Anchorage Urban League Young Professionals Leadership Summit and OurTime 2008; Alpha Kappa Alpha Scholarship and Cotillion Ball; AKA Far Western Regional Conferences in Alaska (2004) and Washington state (2011). Kristina volunteers a great deal of her time to many local organizations and is Past-President of Santa's Castle – Joint Base Lewis-McChord and as a former corporate event planner for Operation Homefront of Washington (2010-2012). In addition, Kristina is very proud of her 13 years of dedicated service to Alpha Kappa Alpha Sorority, Inc.

SOAR Academy Leadership Team Qualifications and Job Descriptions:

At SOAR Academy we believe that there are aspects of our culture that are critical for all candidates. We have highlighted these professional and employee qualifications. However, in addition to these qualifications, we believe that each job is unique and therefore require further specific qualifications.

Professional Qualifications

In addition to appropriate alignment with the school's mission, excellent candidates for employment at SOAR will share critical professional qualifications, which include:

- Instructional skills
- Content knowledge
- Experience with classroom teaching, mentoring, and tutoring
- Resilience
- Work ethic
- Teamwork and collaboration skills
- Professionalism in behavior and language
- Verbal fluency and writing skills

Employee Qualifications

- Successful manager of a classroom who has used structure, incentives, and high expectations to drive student success.
- Experienced classroom teacher with demonstrated quantifiable and objective student performance gains that surpass state or local averages.
- Ability to work with a variety of learning abilities, including those with disabilities and low skill level in a heterogeneously grouped classroom setting.
- Demonstrated ability to work well in a team, especially with parents and community members.
- Analytical problem solver.
- Basic understanding of data analysis.
- Minimum three years of urban teaching preferred.
- Appropriate certification with the State of Washington in the subject area to be taught preferred.
- Professional demeanor.
- Highly qualified as defined by No Child Left Behind.



**Job Description for:
Chief Executive Officer (CEO)**

The CEO will work with the School Director and the School Board of Directors to establish and maintain the overall direction, mission and vision of SOAR Academy. The CEO collaborates with the School Director and board members to manage the organizational budget and consider best use of resource allocation.

Major Responsibilities Include:

- **Provide leadership:** advises the Board; advocate and promote organization and stakeholder maintenance and change related to organization mission; support motivation of employees in organization
- **Visioning:** Ensure staff and board have sufficient and up-to-date information; look to the future for change opportunities; interface between Board and employees; interface between organization and community
- **Decision Making:** Formulate policies and planning recommendations to the Board; decides or guide courses of action in operations by staff
- **Managing:** Oversees operations of organization; implement plans; manages human resources of organization; manages financial and physical resources
- **Board Development:** Assists in the selection and evaluation of board members; makes recommendations, supports Board during orientation and self-evaluation; supports Board's evaluation of Chief Executive

Minimum Qualifications:

- Master degree in education or school administration, or related degree; including administrative certification
- Experience in the areas of charter schools and/or urban education preferred
- Excellent communicator able to articulate the vision and strategic mission of the school and work collaboratively with teachers and board
- Demonstrated school leadership knowledge about critical education initiatives including common core, analyzing and using data to drive instruction, using technology in the classroom and teacher and principal evaluation
- Demonstrated dynamic, positive leadership qualities and personal characteristics necessary to build trust and effective working relationships with faculty, parents, and students
- Experience that involves working to create a positive school culture as well as clear, effective communication with teachers, staff, parents and stakeholders



**Job Description for:
School Director (Principal)**

This role requires a strong instructional foundation, unwavering desire to ensure each and every student attains academic excellence and an ability to work with, coach and inspire teachers.

Major Responsibilities Include:

- Leading the implementation of curriculum and all aspects of the instructional program, including a common core aligned curriculum.
- Development and management of accountability programs to ensure instructional excellence and academic achievement, including managing teacher evaluations and teacher development.
- Establishes and maintains scheduling, enrollment and curriculum alignment.
- Leading staff and teachers in professional development and on-going improvement of an academic program tailored to the needs of the students based on formative assessment data.
- Leading teachers in analyzing and using extensive data to drive daily instruction.
- Ensuring teachers implement effective instructional practices and monitor student achievement on an ongoing basis.
- Believes that every child can and will achieve high academic standards and provides consistent support to our students no matter how challenging the individual situation may be.
- Consistently reflects on self, as well as instructional practices, to achieve these academic goals.
- Executes the mission including high academic achievement, integration of core disciplines, the application of critical thinking skills and ethical standards to learning, and living and problem solving through individual teaching and learning practices.
- Formally trains, supervises and evaluates teachers.
- Collaborates with staff to create professional development plans.
- Fosters collegiality and collaborative decision making among staff.
- Works with Chief Operations Manager to ensure proper budgeting, accounting, auditing, safety, managing policies and procedures, financial planning and compliance.

Minimum Qualifications:

- Master degree in education or school administration, or related degree; including administrative certification
- Demonstration of a progressively more responsible experience in teaching, such as lead teacher
- Experience in the areas of charter schools and/or urban education preferred

- Experience in using data to drive instruction
- Excellent communicator able to articulate the vision and strategic mission of the school and work collaboratively with teachers and board
- Demonstrated school leadership experience including experience with common core implementation, analyzing and using data to drive instruction, using technology in the classroom
- Demonstrated dynamic, positive leadership qualities and personal characteristics necessary to build trust and effective working relationships with faculty, parents, and students
- Experience that involves working to create a positive school culture as well as clear, effective communication with teachers and staff



**Job Description for:
Dean of Academics (K-4)**

The primary purpose of the Dean of Academics (K-4) is to lead, support, model, and facilitate teachers in implementing strong data-driven instruction in the classroom.

Major Responsibilities Include:

- Teacher goals and development: with the principal, plan professional development; with other leadership team members, lead whole school ongoing professional development; with teachers, set and monitor goals based on a highly effective teacher's rubric including observation review, RTI planning and data review.
- Establish and support a clear curricular scope and sequence: know the scope and sequence for all grades you are working with; facilitate unit planning using UbD or other backwards design tool; provide development as needed around the content in the unit; make adjustments based on formative assessment data.
- Set and track instructional and professional goals with teachers: provide observational feedback with targeted instructional support and next steps; support and lead data analysis sessions; ensure assessment data is being entered and updated; ensure all teacher have necessary materials to successfully teach their subject areas.
- Work with team leaders to support facilitation of high functioning, data-driven professional learning communities; support creating effective agendas for team meetings to target critical issues.
- Serve as a member of the data leadership team with principal and other instructional leads.
- Work with Chief Operations Manager to ensure assessment materials are prepared, collected and appropriately collated.
- Work with School Director (principal) to create a targeted math and ELA RTI system, including grouping and opportunities for appropriate intervention; create a system for organizing, updating and tracking RTI data.

Minimum Qualifications:

- 3+ years K-4 teaching experience in an urban classroom and realizing significant gains.
- Strong leadership and interpersonal skills
- Relentless pursuit of high expectations for ALL students
- Results-oriented and data driven
- Ability to inspire, motivate and develop others
- Ability to engage and empower parents and families
- Experience in building and maintaining a positive school culture
- Strong time management and organizational skills
- Strong verbal and written communication skills
- Strong personal skills, strategic planning and project management
- Valid teaching credential



**Job Description for:
Dean of Academics (5-8)**

The primary purpose of the Dean of Academics (5-8) is to lead, support, model, and facilitate teachers in implementing strong data-driven instruction in the classroom.

Major Responsibilities Include:

- Teacher goals and development: with the principal, plan professional development; with other leadership team members, lead whole school ongoing professional development; with teachers, set and monitor goals based on a highly effective teacher's rubric including observation review, RTI planning and data review.
- Establish and support a clear curricular scope and sequence: know the scope and sequence for all grades you are working with; facilitate unit planning using UbD or other backwards design tool; provide development as needed around the content in the unit; make adjustments based on formative assessment data.
- Set and track instructional and professional goals with teachers: provide observational feedback with targeted instructional support and next steps; support and lead data analysis sessions; ensure assessment data is being entered and updated; ensure all teacher have necessary materials to successfully teach their subject areas.
- Work with team leaders to support facilitation of high functioning, data-driven professional learning communities; support creating effective agendas for team meetings to target critical issues.
- Serve as a member of the data leadership team with principal and other instructional leads.
- Work with Chief Operations Manager to ensure assessment materials are prepared, collected and appropriately collated.
- Work with School Director (principal) to create a targeted math and ELA RTI system, including grouping and opportunities for appropriate intervention; create a system for organizing, updating and tracking RTI data.

Minimum Qualifications:

- 3+ years 5-8 teaching experience in an urban classroom and realizing significant gains.
- Strong leadership and interpersonal skills
- Relentless pursuit of high expectations for ALL students
- Results-oriented and data driven
- Ability to inspire, motivate and develop others
- Ability to engage and empower parents and families
- Experience in building and maintaining a positive school culture
- Strong time management and organizational skills
- Strong verbal and written communication skills
- Strong personal skills, strategic planning and project management
- Valid teaching credential



**Job Description for:
Dean of Culture and Engagement**

The Dean of Culture and Engagement leads the school-wide efforts to build and maintain a strong, positive, achievement-oriented school culture where students grow in a warm and supportive environment. The Dean will work with building leaders to ensure that all students show dramatic student achievement gains and develop strong character skills to help them succeed.

Major Responsibilities Include:

- Builds and maintains achievement-oriented culture: write, maintain, update systems and policies with School Director and Chief Operations Manager around attendance and other policies and procedures; plans and implements a behavior management system; analyzes school-wide trends in areas such as attendance and behavior.
- Conducts regular school culture walkthroughs, trains staff in classroom management, student engagement and parent involvement.
- Works with teachers and parents to create individual student plans as needed.
- Works with School Director and Chief Operations Manager to coordinate and support parent engagement and participation; manages family-friendly extracurricular programming and assemblies.
- Works with administrative staff to record and monitor student attendance, truancy and behavior issues.
- Works with school staff to monitor and support positive student behavior during arrival, lunch, recess and dismissal.

Minimum Qualifications:

- 3+ years of teaching in a K-8 urban school
- Demonstrated strong instructional, classroom management, and discipline skills
- Ability in student advising, behavioral management and/or modification
- Focus on systems-oriented approach to student, classroom and school culture
- History of building successful relationships with adults and school-aged children
- Excellent communication skills
- Proven track record of meeting high standards for student achievement



**Job Description for:
Chief Operations Manager**

The primary purpose of the Chief Operations Manager is to ensure that the school is safe, compliant and efficient. The Chief Operations Manager will be responsible for compliance, facilities, operations, budget support, human resources and student information systems.

Major Responsibilities Include:

- Create and oversee operational activities including managing and organizing the school meal program.
- Own free and reduced lunch application process, including validating forms and running income verification process.
- Hire, manage and evaluate registrar, administrative staff, hourly school support staff, and lunch and arrival/dismissal staff.
- Maintain staff records and compliance with benefits and personnel files.
- Support administrative staff including, but not limited to coordinating substitute teachers, coordinating and auditing monthly time sheets, tracking sick and other PTO, answering phones, coordinating mailings, managing student attendance including compliance reporting, tracking enrollment, reviewing transcripts, and organizing and mailing cumulative files.
- Manage report card process and audit grades quarterly.
- Own procurement and purchasing for the school site including meeting with vendors.
- Operate and track items within the approved budget and provide input into budget development.
- Manage state testing and support the logistical, compliance and technological side of formative and interim assessments.
- Work closely with the on-site IT support.
- Serve as main owner of school safety processes and compliance, including administering trainings, running drills, conducting safety audits and partnering with the principal to respond to emergencies.
- Cultivate and manage parent volunteers and assist in special projects such as fundraising events, school exhibitions, recruitment events, Board Meetings as needed.
- Other duties as assigned.

Minimum Qualifications:

- A Bachelor's Degree, and three to five years' related experience, including a minimum of two years of supervisory experience

- Excellent interpersonal communication skills, including on sensitive topics with staff, students, families and other stakeholders as well as maintain confidentiality where required
- Demonstrated ability to be detail-oriented, organized and resourceful
- Ability to proactively manage multiple critical deadlines and quickly adapt in a fast-paced environment, independently following through on completion of tasks and responsibilities
- Strong PC-based computer skills and ability to adapt to new computer programs and software including educational assessment systems
- Excellent writing and communication skills
- Knowledge of school systems reporting a plus
- Prior experience with budget and personnel management a plus
- Education industry experience a plus

**CHARTER SCHOOL CONTRACT
BETWEEN WASHINGTON
STATE CHARTER SCHOOL
COMMISSION AND SOAR
ACADEMY CHARTER SCHOOL
8/17/2015-8/17/2020**

INTRODUCTION

5/27/14
This agreement is executed on this 24th day of April 2014 by and between the Washington State Charter School Commission (the "Commission"), an agency of the State of Washington whose mission is to authorize high quality public charter schools throughout the state, and to ensure the highest standards of accountability and oversight for charter schools, and SOAR Academy Charter School, a qualified nonprofit organization, to establish and operate the SOAR Academy CHARTER SCHOOL (the "School"), a public, common school under the Washington State Charter Schools law.

I. RECITALS

- 1.1 WHEREAS, pursuant to Initiative Measure No. 1240, codified at RCW 28A.710, the people of the state of Washington provided for the establishment of public charter schools in the state of Washington.
- 1.2 WHEREAS, on November 22, 2013, the Commission received an application for consideration of a charter school referred to as SOAR Academy Charter School; and
- 1.3 WHEREAS, on January 30, 2014, the Commission approved the application subject to conditions outlined in Resolution #14-12A; and
- 1.4 WHEREAS, on February 5, 2014, the State Board of Education certified that approval of the application is in compliance with the maximum limit on the number of charter schools allowed under RCW 28A.710.150.

NOW THEREFORE, in consideration of the mutual promises and other consideration recited in this agreement, the Parties agree as follows:

II. AGREEMENT

2.1 PURPOSE

As authorized by the Washington State Charter Schools law, RCW 28A.710, the Commission authorizes the establishment of the School with the aforementioned conditions, and on the terms and conditions set forth in this Charter School Contract (the "Contract").

2.2 MISSION

The mission of the School is as follows:

It is the mission of SOAR Academy to provide students with a rigorous engaged and personalized educational experience; allowing them to become positive contributing members of a diverse, global society, prepared and equipped academically and socially for success in college, career and beyond.

2.3 TERM OF AGREEMENT

This Contract is effective August 17, 2015, and will terminate on August 17, 2020, unless earlier terminated as provided herein. Funding under this agreement shall not commence until the pre-opening process described in Appendix 1 has been completed to the satisfaction of the Commission, and the school begins to operate.

2.4 SOLICITATION AND RESPONSE

This Contract is entered into as a result of the approval of the application submitted by the School in response to the Commission's Request for Proposal (RFP). The RFP is attached as Appendix 9 to this Contract and the School's application submitted in response to the RFP is attached as Appendix 10 to this Contract.

III. SCHOOL RIGHTS AND RESPONSIBILITIES

3.1 PRE-OPENING CONDITIONS

The School shall meet all of the Pre-Opening Conditions described in Appendix 1 by the identified dates. Satisfaction of pre-opening conditions are conditions precedent to the formation of a contract. The Commission may waive or modify the restrictions contained in the Pre-Opening Conditions or may grant the School an additional planning year upon good cause shown. The School may delay its opening for one school year. If the School requires a delay of more than one year, it must request an extension from the Commission in writing by the June 1, 2015.

IV. Governance

4.2 GOVERNANCE

The School shall be governed by a board (the "Board") in a manner that is consistent with the terms of this Contract so long as such provisions are in accordance with state, federal, and local law. The Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School, the fulfillment of the contract, and approval of the School's budgets.

The Board shall also have authority for and be responsible for policy and operational decisions of the School, and, consistent with the terms of this Contract, shall be the employer of school employees. Nothing herein shall prevent the Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School.

The Board shall govern the School pursuant to the following terms and conditions:

4.2.1 Bylaws. The articles of incorporation and bylaws of the entity holding the Contract shall provide for governance of the operation of the School as a public charter school and shall at all times be consistent with all applicable law and this agreement. The articles of incorporation and bylaws are attached to this Contract as Appendix 2 (initially or as amended, the "Articles and Bylaws"). Any

modification of the Articles and Bylaws must be submitted to the Commission within five (5) business days of approval by the Board.

4.2.2 Composition. The composition of the Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Board and each member's disclosure form are attached to this Contract as Appendix 3 (initially or as amended, the "Board Roster and Disclosures"). The Board shall notify the Commission of any changes to the Board Roster and Disclosures within five (5) business days of their taking effect and provide an amended Board Roster and Disclosures.

4.2.3 Affiliation. Notwithstanding any provision to the contrary in the Contract, Application, or the Articles and By-laws, in no event shall the Board, at any time, be composed of voting members of whom a majority are directors, officers, employees, agents or otherwise affiliated with any single entity (with the exception of the School itself or of another charter school), regardless of whether said entity is affiliated or otherwise partnered with the School. For the purposes of this paragraph, "single entity" shall mean any individual entity, as well as any and all related entities to such entity such as parents, subsidiaries, affiliates and partners. The Commission may, at its sole discretion, waive this restriction upon a written request from the School.

4.2.4 Conflicts of Interest. The Board adopted the Conflicts of Interest Policy attached to this agreement as Appendix 4 and shall at all times comply with its provisions. Any amendment to Appendix 4 must be adopted by the Board and approved in writing by the Commission, which shall not be unreasonably withheld. Any approved changes may be with made without amendment to this agreement.

4.2.5 Ethics. The identified School representatives will adhere to the following ethical standards:

- a. No Board member, School administrator, or other School employee/representative authorized to enter contracts on behalf of the School, may be beneficially interested, directly or indirectly, in a contract, sale, lease, purchase, or grant that may be made by, through, or is under the supervision of the officer or employee, in whole or in part, or accept, directly or indirectly, any compensation, gratuity, or reward from any other person beneficially interested in the contract, sale, lease, purchase, or grant.
- b. No Board member or School administrator may use his or her position to secure special privileges or exemptions for himself, herself, or others.
- c. No Board member or School administrator may give or receive or agree to receive any compensation, gift, reward, or gratuity from a source except the School, for a matter connected with or related to their services as a Board member or School administrator unless otherwise provided for by law.
- d. No Board member or School administrator may accept employment or engage in business or professional activity that the officer might reasonably expect would require or induce him or her by reason of his or her official position to disclose confidential information acquired by reason of his or

her official position.

e. No Board member or School administrator may disclose confidential information gained by reason of the officer's position, nor may the officer otherwise use such information for his or her personal gain or benefit.

f. Terms in this provision will be defined in accordance with the definitions set out in RCW 42.52.010. The Advisory Opinions of the Executive Ethics Board shall provide non-binding guidance for the parties' interpretation of this provision.

4.2.6 Public Records. The Board shall comply with the provisions of the Public Records Act, chapter 42.56 RCW and is responsible for ensuring that the School, its employees, contractors, staff, and volunteers comply with the act and any associated Board policies.

4.2.7 Record Keeping. The School will comply with all applicable federal, state, and Commission record keeping requirements including those pertaining to students, governance, and finance.

4.2.8 Non-Commingling. Assets, funds, liabilities and financial records of the School shall be kept separate from assets, funds, liabilities, and financial records of any other person, entity, or organization unless approved in writing by the Commission. Additionally, public funds and assets received by the School shall be tracked and accounted for separately.

4.2.9 Assets. 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). Assets include land, infrastructure, improvements to land, buildings, leasehold improvements, vehicles, furnishings, equipment, collections, and all other tangible and intangible assets that are used in school operations. Small and attractive assets include, but are not limited to Optical Devices, Binoculars, Telescopes, Infrared Viewers, Rangefinders, Cameras and Photographic Projection Equipment, Desktop Computers (PCs), Laptops and Notebook Computers, Tablets and Smart Phones, Television Sets, DVD Players, Blu-ray Players, and Video Cameras (home type). The School shall update the inventory annually and shall take reasonable precautions to safeguard assets acquired with public funds. If the Contract is revoked, terminated, non-renewed or surrendered, or the School otherwise ceases to operate, 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 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.

4.2.10 Open Meetings. The Board shall maintain governing board-adopted policies, meeting agendas and minutes; shall make such documents available for public inspection in accordance with Section

4.2.6, and shall otherwise conduct open meetings consistent with chapter 42.30 RCW, the Open Public Meetings Act.

4.3 CONTRACTING FOR SERVICES

4.3.1 Services Agreements and Partnerships. Nothing in this Contract shall be interpreted to prevent the School from entering into contracts or other agreements with a school district, community partnership, state agency, or other entity for services related to the operation of the School consistent with the law and the terms of this Contract. The terms of such contracts for services shall be negotiated between the School and the other entity. Such contracts shall, at all times, be subject to the requirements of this Contract and will not relieve the School of its responsibilities under this Contract. This provision is subject to the limitations set out in the remainder of this Section of the Contract.

4.3.2 School Authorized as Part of a Charter Management Organization. [Intentionally Omitted]

4.3.3 Third-Party Education Service Provider Contracts.

a. Education Service Provider Definition. An Education Service Provider (ESP) is a nonprofit corporation that provides all or a substantial subset of all services necessary to operate and oversee the School's educational program on a fee basis and/or pursuant to a fee-based contract. This includes, but is not limited to provision of school or program design and implementation, development of pedagogical approaches, curricula, instructional materials, assessments and professional development programs, as well as comprehensive management services. School may not contract with a for-profit ESP. For purposes of this contract, ESP does not include contracts between the School and a third-party to provide back-office functions such as fiscal services, accounting services or facilities operations, those contracts are governed by Section 4.3.1.

b. Limit to Scope of ESP Contracting. The School shall not, without written approval of the Commission, contract with an ESP to provide substantial educational services, management services, or both on behalf of the School. Substantial is defined as the assumption of responsibility for all or most of the educational, governance, or managerial components of a School's operations.

c. Proposed ESP Contract. At least 90 days before the proposed effective date of an ESP contract, the ESP and the School shall enter into a legally binding and enforceable contract that is subject to approval of the Commission and the requirements of this Contract. Appendix 5 contains Education Service Provider Agreement Guidelines that the School must observe. Within 24 hours of entering into the proposed contract, the School shall forward the proposed ESP contract to the Commission for review.

d. Required ESP Contract Terms. The proposed ESP contract shall set forth with particularity inter alia, (i) the contingent obligations and responsibilities of each party in the event that the contract must be modified in order to obtain or maintain the School's status under state and

federal law, and (ii) the extent of the ESP's participation in the organization, operation and governance of the School.

e. Review by Commission. The Commission shall review the proposed ESP Contract and determine, within 60 days of receiving it from the School, whether it meets approval of the Commission. Approval will be contingent on satisfaction of the terms of RCW 28A.710.130(4) and evidence that the ESP contract will not detrimentally impact the School's viability, or violate the terms of this Contract or the law.

f. Representation by Attorney. The School shall be represented by an attorney during the negotiation of the proposed ESP Contract. Upon submission of the ESP contract for review by the Commission it shall be accompanied by a letter from a licensed attorney representing the School stating that the Management Contract meets the attorney's approval. Such attorney may not represent or be retained by the Management Provider.

g. Effect of ESP Contract. The School will remain ultimately responsible and accountable for its legal and contractual obligations; an ESP contract will not relieve the School of those obligations.

4.4 EDUCATIONAL PROGRAM

4.4.1 Design Elements. The School shall implement and maintain the following essential design elements of its educational program, subject to modification with the Commission's written approval:

a. School grade levels. The School may serve students in grade K through grade 8, except that the School shall only serve students in grade K through grade 1 in the first year of this Contract, and may add one grade per year for years 2016 through 2019 of this initial Contract.

b. School goals.

Goal 1: Students will achieve mastery in Reading/Language Arts.

Goal 2: Students will achieve mastery in Mathematics.

Goal 3: Students will achieve mastery in Sciences.

Goal 4: Students will evidence proficiency in Habits of Mind skills.

Goal 5: SOAR Academy will be fully enrolled and demonstrate high levels of daily attendance and student retention.

Goal 6: Parents will demonstrate high satisfaction with the academic program and the clear and open communication of SOAR Academy.

c. School objectives:

Objective #1: Extended School Day: School day will run 8:15-4:30pm

Objective #2: Extended School Year: 185 Schools days representing 1416 instructional hours

Objective #3: Extensive hours of teacher planning and professional development year--round: Compared to traditional schools districts, SOAR will offer teachers expensive opportunities for collaboration and planning. This total exceeds 500 hours per year.

Objective #4: Provide a personalized learning environment for all students: At SOAR students each receive a personalized learning plan that outlines their goals, strengths and areas of challenge.

4.4.2 Content Standards. The School's educational program shall meet or exceed basic education standards. The School is also subject to the supervision of the Office of the Superintendent of Public Instruction (OSPI) and the State Board of Education. Standards that must be met by the school include, but are not limited to:

- a. Basic education, as defined in RCW 28A.150.200, .210 and .220;
- b. Instruction in the essential academic learning requirements and associated standards;
- c. Participation in, and performance on, statewide student assessments;
- d. Performance improvement goals and associated requirements;
- e. Accountability measures;
- f. State graduation requirements;
- g. Academic standards applicable to noncharter public schools;
- h. Standards and requirements contained in the Performance Framework; and
- i. Other state and federal accountability requirements imposed by law, regulation, policy or this Contract.

4.4.3 Curriculum.

- a. The School shall implement the educational program and curriculum consistent with the program and curriculum presented in the Application.
- b. The School may revise and amend the educational program and curriculum at its discretion and without requiring approval from the Commission or amendment to this Contract provided that such revisions or amendments do not indicate a material change to the school's mission or its pupil performance standards.
- c. Material revisions and/or amendments to the educational program and/or curriculum shall require the Commission's approval.

4.4.4 Graduation Requirements for High Schools. The School's curriculum shall meet or exceed all applicable graduation requirements as established by the State Board of Education.

4.4.5 Staff Qualifications. Instructional staff, employees, and volunteers shall possess all applicable qualifications as required by state or federal law. Instructional staff shall maintain active certification in accordance with chapter 28A.410 RCW, unless instructional staff meets the requirements of RCW 28A.150.203(7). Instructional staff must also adhere to the code of professional conduct, ethical standards governing educator conduct, and associated laws and regulations. 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 and OSPI's Office of Professional Practices. Certificated and licensed staff shall also be held accountable in accordance with the provisions of Title 28A RCW as well as any applicable state or federal laws.

4.4.6 Staff Training. The School shall provide employees and staff with training required by applicable state and/or federal law.

4.4.7 Student Assessment. The School shall participate in all testing programs required by OSPI and the State Board of Education. The School shall comply with all assessment protocols and requirements as established by the OSPI and the State Board of Education, maintain test security, and administer the tests consistent with all relevant state and Commission requirements. The School shall follow OSPI's administration and security requirements associated with those tests being administered.

4.4.8 English Language Learners. The School shall at all times comply with all state and federal law applicable to the education of English language learners including, but not limited to, the Elementary and Secondary Education Act (ESEA), Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974 (EEOA), and any applicable state laws or regulations. The School shall provide resources and support to English language learners to enable them to acquire sufficient English language proficiency to participate in the mainstream English language instructional program. The School shall employ and train teachers to provide appropriate services to English language learners. The School will work to assure compliance with any and all requirements of state and federal law regarding services to English language learners.

4.4.9 Students with Disabilities. The School shall provide services and accommodations to students with disabilities as set forth in the Application and in accordance with any relevant policies thereafter adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 et seq.) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 et seq.) (the "ADA"), section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504"), and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program ("IEP") recommended

by a student's IEP team. The School shall also comply with all applicable federal and State laws, rules, policies, procedures and directives regarding the education of students with disabilities including, but not limited to, chapter 28A.155 RCW.

4.4.10 Student Conduct and Discipline. The School shall comply with the School's discipline policy and all applicable state and federal laws and regulations relating to student discipline including, but not limited to, RCW 28A.150.300.

4.5 SCHOOL PERFORMANCE STANDARDS

4.5.1 School Performance Framework.

a. Annually, the School and Commission must set performance targets designed to help the School meet applicable federal, state, and Commission expectations. Once agreed upon, those performance targets shall be incorporated into the contract through amendment.

b. The School shall annually Meet Standards or Exceed Standards on the Commission's Charter School Performance Framework set out in chapter 108-30 WAC, the requirements contained in chapter 28A.710 RCW, and the School specific performance measures, in Appendix 7, and as set out in this Contract. The parties recognize that the specific indicators, measures, metrics, and targets associated with the Performance Framework are in the process of being established. In developing these indicators, measures, metrics, and targets the Commission will obtain input from stakeholders including, at a minimum, Schools with whom it has a contract. Upon adoption of the indicators, measures, metrics and targets associated with the Performance Framework, the Commission will give the School written notice identifying the specific measures in Appendix 7, if any, by which the school continues to be bound. Ultimate authority for defining specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, is retained by the Commission and will be binding on the School.

c. The Commission will monitor and periodically report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. Such reporting will take place at least annually in the format specified by the Commission.

d. The School's performance in relation to the indicators, measures, metrics and targets set forth in chapter 108-30 WAC, the requirements contained in chapter 28A.710 RCW, and the School specific performance measures set out in this Contract shall provide one basis upon which the Commission will base its decisions to renew, revoke, terminate or take other action on the Contract.

e. The Parties intend that, where this Contract references or is contingent upon state or federal laws, that they be bound by any applicable modification or amendments to such laws upon the effective date of said modifications or amendments. The specific terms, form and requirements of the Performance Framework may be modified or amended to the extent required to align

with changes to applicable state or federal accountability requirements, as set forth in law. In the event that any such modifications or amendments occur, the Commission will use best efforts to apply expectations for school performance in a manner consistent with those set forth in the Performance Framework as initially established in the Charter.

f. The Commission reserves the right to amend the Charter School Performance Framework set out in chapter 108-30 WAC in accordance with the legal requirements that govern amendment of agency rules. The School will be required to comply with any amendments of the Charter School Performance Framework.

4.6 PERFORMANCE AUDITS AND EVALUATION

4.6.1 Annual Performance Review. The School shall be subject to a review of its academic, organizational, and financial performance at least annually and is required to comply with obligations as indicated in Appendix 6.

4.6.2 Mission-Specific Educational Goals. The School shall be subject to review for compliance with mission-specific educational goals as described in Appendix 7. The School must satisfy the expectations and measures set out in Appendix 7, provided that these provisions may be refined or amended by mutual agreement after the School is operating and has collected baseline achievement data for its enrolled students

4.7 SCHOOL OPERATIONS

4.7.1 In General. The School and the Board shall operate at all times in accordance with all federal, state, and local laws, ordinances, rules, regulations and Commission policies, as the same may be amended from time to time.

4.7.2 Public School Status. The School shall be deemed a public, common school, and local education agency, subject to all applicable provisions of local, state and federal law and regulations, including but not limited to health and safety, parents' rights, civil rights, nondiscrimination laws, public records laws, student assessment, assessment administration, data collection, reporting, and remediation requirements. These requirements include, but are not limited to, those imposed under chapter 28A.642 RCW (discrimination prohibition); chapter 28A.640 RCW (sexual equality); the Individuals with Disabilities Education Improvement Act (20 U.S.C. Sec. 1401 et seq.); the Federal Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g), and the Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.).

4.7.3 Nonsectarian Status. The School shall be nonsectarian in its programs, admissions policies, employment practices and all other operations. The School shall not be to any extent under the control or direction of any religious denomination.

4.7.4 Open Meetings and Public Records. The School shall maintain and implement policies to ensure that it complies with all applicable laws and regulations relating to public meetings and records.

4.7.5 Non-discrimination. The School shall not discriminate against any student, employee or any other person on the basis of race, ethnicity, national origin, gender, disability or any other ground that would be unlawful if done by any other public school. It shall take all steps necessary to ensure that discrimination does not occur, as required by state and federal civil rights and anti-discrimination laws.

4.7.6 Commission's Right to Review. The School will be subject to review of its operations and finances by the Commission, or its designee, including related records, when the Commission, in its sole discretion, deems such review necessary. While the reviews may be without notice to the school, the Commission or its designee(s) will endeavor to ensure that, to the extent possible, the reviews occur with minimal disruption of school operations.

4.7.7 Administrative Records. The School will maintain all administrative records, including student academic records, required by law and Commission policies and procedures, to the extent no waivers apply. The School agrees to make all administrative and student records promptly available to the Commission upon request. When the request is for on site inspection of records, prompt is defined as immediate access. If the request is for reproduction of records, then the Commission will include a timeframe in which the records must be provided; adherence to this timeframe will be considered prompt.

4.7.8 Encumbrances. The School may issue secured and unsecured debt, including pledging, assigning or encumbering its assets to be used as collateral for loans or extensions of credit (Encumber) to manage cash flow, improve operations, or finance the acquisition of real property or equipment. However, the School shall not Encumber its assets in a manner that will jeopardize its fiscal viability. Provided that the School is prohibited from: a) Encumbering any public funds received or to be received pursuant to RCW 28A.710.220; b) pledging the full faith and credit of the state or any political subdivision or agency of the state; c) Encumbering any other funds that contain a restriction or prohibition on such encumbrance; or d) Encumbering any funds or assets in violation of the law.

4.7.9 Transactions with Affiliates. The School shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease or exchange of any property or the rendering of any service) with any affiliate of the School, any member past or present of the Board, or any employee past or present of the School (except in their employment capacity), or any family member of the foregoing individuals, unless:

- a. The terms of the transaction do not violate the Schools' Code of Ethics and Conflict of Interest Policy, the fiduciary obligations applicable to non-profit boards and Section 4.2.5 of this Contract; and
- b. The terms of such transaction (considering all the facts and circumstances) are no less favorable to the School than those that could be obtained at the time from a person that is not such an affiliate, member or employee or an individual related thereto; and
- c. The involved individual recuses him or herself from all Board discussions, and does not vote on or decide any matters related to such transaction; and

d. The Board discloses any conflicts and operates in accordance with a conflict of interest policy that has been approved by the Commission.

Affiliate means a person who directly or indirectly owns or controls, is owned or controlled by, or is under common ownership or control with, another person. Solely for purposes of this definition, owns, is owned and ownership mean ownership of an equity interest, or the equivalent thereof, of ten percent or more, and the term "person" means an individual, partnership, committee, association, corporation or any other organization or group of persons.

4.7.10 Student Welfare and Safety. The School shall comply with all applicable federal, state, county and city health and safety laws. Including, but not limited to, state laws regarding the reporting of child abuse, accident prevention, notification of criminal conduct to law enforcement as well as disaster response, and any applicable state and local regulations governing the operation of school facilities.

4.7.11 Transportation. The School shall be responsible for providing students transportation in accordance with legal obligations and consistent with the plan proposed in the approved application, Attachment 10, pages 84-85.

4.7.12 Notification to Commission.

a. Timely Notification. The School shall timely (within 24 hours) notify the Commission (and other appropriate authorities) in the following situations:

1. The discipline of employees at the School that: a) results in suspension or termination; b) 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 c), is based on serious or repeated violations of law; or
2. Any complaints filed, or action taken, against the School by any governmental agency.

b. Immediate Notification. The School shall immediately notify the Commission of any of the following:

1. Known conditions that may cause it to vary from the terms of this Contract, applicable Commission requirements, federal, and/or state law;
2. 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;
3. 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;
4. Misappropriation of school funds;
5. A known default on any obligation, which shall include debts for which payments are past due by sixty (60) days or more; or

6. Any change in its corporate status with the Washington Secretary of State's Office or status as a 501(c)(3) entity.

A condition or default is known if the School is aware of the facts or circumstances giving rise to the condition or default, or has information that would lead a reasonable person in the same situation to believe that the facts or circumstances exist.

4.7.13 Compliance. The School shall comply with Commission policies and rules as well as: a) all applicable federal and state laws, rules, regulations; and b) all applicable local ordinances.

4.7.14 Data and Reports. The School shall timely provide to the Commission any data, documentation, evidence and reports necessary for the Commission to meet its oversight and reporting obligations as outlined in chapter 28A.710 RCW. Required reports include, but are not limited to those listed in Appendix 6 along with projected due dates for the current school year. Timely notification shall be provided when due dates are changed. Failure to provide reports, data, documentation, or evidence by the date due is a material violation of the Contract.

4.7.15 Complaints. The School shall establish a process for resolving public complaints, including complaints regarding curriculum, which shall include an opportunity for complainants to be heard. The final administrative appeal shall be heard by the Board, not the Commission.

4.8 SCHOOL CALENDAR

The School shall adopt a School calendar with an instructional program that meets the compulsory school attendance requirements of state law, financial guidelines, and state regulations. By June 30th of each year, the School will develop a school calendar for the following year and submit it to the Commission. 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.

4.9 ENROLLMENT

4.9.1 Enrollment Policy. The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a lottery that shall be publicly noticed and open to the public; however, the School must give an enrollment preference to siblings of already enrolled students. The School shall follow the enrollment policy approved by the Commission and incorporated into this agreement as Appendix 8.

4.9.2 Maximum Enrollment. The maximum number of students who may be enrolled in the first year of operation of the School shall be 104 students, with an ability to exceed this amount by no more than 25 students, to the extent that the School's facility and staffing can accommodate such a number of students and is consistent with facilitating the academic success of students enrolled in the School and

facilitating the School's ability to achieve the other objectives specified in this Contract. If the School wishes to enroll more than the maximum number of students listed above, it shall, before exceeding this number, provide evidence satisfactory to the Commission that it has the capacity to serve the larger population. The maximum enrollment shall not exceed the capacity of the School facility.

4.9.3 Annual Enrollment Review. As necessary, the maximum enrollment of the School will be adjusted annually by the Board in consultation with the Commission and with consideration of the School's ability to facilitate the academic success of its students, achieve the objectives specified in the Contract, and assure that its student enrollment does not exceed the capacity of its facility.

4.9.4 Student Transfers and Exits. Any student exit out of the School shall be documented by an exit form signed by the student's parent or guardian, which affirmatively states the reason for the transfer or exit and that the student's transfer or exit is voluntary. The School shall collect and report to the Commission, in a format required or approved by the Commission, exit data on all students transferring from or otherwise exiting the school for any reason (other than graduation), voluntary or involuntary. Such exit data shall identify each departing student by name and shall document the date of and reason(s) for each student departure. In the event that the School is unable to document the reasons for a voluntary withdrawal, the School shall notify the Commission and provide evidence that it made reasonable efforts to obtain the documentation described in this section.

4.9.5 Right to Remain. The School shall comply with the McKinney-Vento act, 42 U.S.C. 11432 et seq. Students who fail to attend the School as required by RCW 28A.225.010 may be removed from the School's rolls only after the requisite unexcused absences have been documented and all truancy procedures followed, consistent with chapter 28A.225 RCW, the provisions of the McKinney-Vento act, and Commission policy.

4.10 TUITION AND FEES

The School will not charge tuition. The School shall not charge any additional fees except as allowed by state law, but may charge fees for participation in optional extracurricular events and in the same manner and to the same extent as other public schools.

4.11 SCHOOL FACILITIES

4.11.1 Accessibility. The School facilities shall conform with applicable provisions of the Americans with Disabilities Act and any other federal or state requirements applicable to public school facility access.

4.11.2 Health and Safety. The School facilities shall meet all applicable health, safety and fire code requirements and shall be of sufficient size to safely house the anticipated enrollment.

4.11.3 Location. The School shall provide evidence that it has secured a location that is acceptable to the Commission by May 31, 2015. The school may move its location(s) only after obtaining written approval from the Commission, subject to such terms and conditions as may be specified. Any change in the location of the School shall be consistent with the Application and acceptable to the Commission.

4.11.5. Construction/Renovation and Maintenance of Facilities. The School will be responsible for the construction/renovation and maintenance of any facilities owned or leased by it (to the extent agreed upon in any such lease). The School will be responsible for ensuring compliance with all ADA accessibility requirements.

4.11.7 Use of the Facility by the School. The School will use the facility for the sole purpose of operating a public school as authorized by this Contract. The School will not conduct, nor will it permit, any activity that would threaten or endanger the health or safety of occupants, the structural integrity of the facility, or the insurability of the facility, or violate applicable state or federal law. The school shall have a policy regarding the use of the facility by third parties that is submitted to the Commission for approval.

4.11.8 Inspections. The Commission will have access at all reasonable times to any facility owned, leased or utilized in any way by the School for purposes of inspection and review of the School's operation and to monitor the School's compliance with the terms of this Contract. These inspections may be announced or unannounced as deemed appropriate by the Commission, or its designee, in the fulfillment of its oversight responsibilities.

4.11.9 Impracticability of Use. 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 may move into that facility only after obtaining written approval from the Commission, subject to such terms and conditions as may be specified by the Commission. The Commission shall not be obligated to provide an alternative facility for use by the School.

4.12 SCHOOL FINANCE

4.12.1 Legal and Accounting Compliance. The School shall comply with all applicable state financial and budget rules, regulations, and financial reporting requirements, as well as the requirements contained in the Commission's Charter School Performance Framework, chapter 108-30 WAC. The School shall also adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the state auditor, including annual audits for legal and fiscal compliance.

4.12.2 Governance, Managerial and Financial Controls. At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) an organizational chart; (5) procedures for the creation and review of monthly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (6) internal control procedures for cash receipts, cash disbursements and purchases; and (7) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

4.12.3 Audits. The school shall comply with all financial audit obligations imposed by law, but not limited to, audit requirements of the State Auditor's Office, audit requirements for non-profit corporations, and those imposed by the Commission. Within the scope of its responsibilities, the State Auditor's Office may conduct the following types of audits: 1) financial; 2) accountability; 3) federal single; 4) special investigation (includes fraud audit); and 5) performance. The school shall be financially responsible for all costs associated with the audit(s). The Commission retains the discretion to require audits as it deems appropriate. The School shall provide the Commission with a copy of any audits prepared under this provision by the deadlines imposed by the Commission. Failure to comply with this provision shall be considered a material and substantial violation of the terms of this contract and may be grounds for termination, revocation or other remedy as provided by this agreement.

4.12.4 Accounting Methods and Records. The School agrees to maintain financial records in accordance with generally accepted accounting principles and to make such records available promptly to the Commission upon request. When the request is for on-site inspection of records, prompt is defined as immediate access. If the request is for reproduction of records, then the Commission will include a timeframe in which the records must be provided; adherence to this timeframe will be considered prompt.

4.12.5 State Accounting Requirements. The School shall submit all financial information and data required by OSPI to satisfy its legal reporting obligations, as well as its legal obligations associated with budgeting and allocation.

4.12.6 Financial Records and Separate Accounting. The School shall record all financial transactions in general, appropriations, and revenue and expenditures records. In addition, the School shall make appropriate entries from the adopted budgets in the records for the respective funds, and shall maintain separate ledgers accounting for funds by funding source. Accounts must be reconciled on a monthly basis.

4.12.7 Location and Access. The School shall maintain, or cause to be maintained, books, records, documents, and other evidence of accounting procedures and practices which sufficiently and properly reflect all direct and indirect costs of any nature expended in the performance of this Contract. These records shall be subject at all reasonable times to inspection, review, or audit by personnel duly authorized by the Commission, the Office of the State Auditor, and federal officials so authorized by law, rule, regulation, or contract. The financial records must be maintained at the School CEO's administrative office and be open for public inspection during business hours.

4.12.8 Annual Budget Statement. The governing board of the School shall adopt an annual budget statement that describes the major objectives of the educational program and manner in which the budget proposes to fulfill such objectives.

4.12.9 Filing and Notice. The School shall comply with notice and filing requirements of non-profits.

4.12.10 Disbursement Procedures. The School shall establish procedures for ensuring that funds are disbursed for approved expenditures consistent with the School's budget.

4.12.11 Compliance with Finance Requirements. The School shall comply with all other legal requirements imposed on charter school finances, budgeting, accounting and expenditures. The Parties will collaborate to assure that they each remain reasonably current on the impact of any legal modifications on charter schools. The School holds ultimate responsibility for compliance with the legal requirements associated with charter school finances, budgeting, accounting and expenditures.

4.13 BUDGET

4.13.1 Annual Budgets. On or before July 10th of each year, the School will submit to the Commission the School's proposed budget for the upcoming fiscal year (September 1 through August 31st). The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall:

- a. Be presented in a summary format which is consistent with accepted practice in the field;
- b. Be presented in a summary format that will allow for comparisons of revenues and expenditures among charter schools by pupil;
- c. Be presented in a format that itemizes expenditures of the School by fund and by pupil;
- d. Show the amount budgeted for the current fiscal year;
- e. Show the amount forecasted to be expended for the current fiscal year;
- f. Show the amount budgeted for the upcoming fiscal year;
- g. Specify the proposed expenditures and anticipated revenues arising from the contracting of bonded indebtedness by a capital improvement zone, if applicable;
- h. Not allow for expenditures, inter-fund transfers, or reserves in excess of available revenues and beginning fund balances; and
- i. Reconcile beginning fund balance on a budgetary basis. The reconciliation shall be included with the final version of the amended budget and the annual audited financial statements.

4.13.2 School Funding. The School will receive funding in accordance with the provisions of chapter 28A.710 RCW and associated rules and procedures.

4.14 EMPLOYMENT MATTERS

4.14.1 No Employee or Agency Relationship. Neither the School, its employees, agents, nor contractors are employees or agents of the Commission. The Commission or its employees, agents, or contractors are not employees or agents of the School. None of the provisions of this Contract will be construed to create a relationship of agency, representation, joint venture, ownership, or control of employment between the Parties other than that of independent Parties contracting solely for the purpose of effectuating this Contract.

4.14.2 Retirement Plan. The School is an employer and its employees are members of the public employees' retirement system to the extent authorized by law.

4.14.3 Teacher Membership in Professional Organizations. Teachers at the School have the right to join, or refrain from joining, any lawful organization for their professional or economic improvement and for the advancement of public education.

4.14.4 Background Checks.

a. The School will comply with the employee record check requirements in RCW 28A.400.303, and associated rules. The School will obtain and retain copies of fingerprint and background checks for all employees, contractors, volunteers, and board members who may have unsupervised access to children or who may be allowed on School premises unaccompanied when children are present. This shall be an ongoing requirement; background checks will be periodically renewed to determine whether conduct has occurred post-employment. The School shall give notice to the Commission of any employee it finds who has a prior conviction of a felony, or any crime related to theft or misappropriation of funds, and of any employee who is convicted of a felony during the term of an employee's employment. The School shall also give notice to the Commission of any employee who has been convicted of an offense enumerated or referenced in chapter 28A.410 RCW.

b. Employee rosters and proof of background check clearance shall be provided to the Commission as required by the Charter School Performance Framework, chapter 180-30 WAC.

4.15 INSURANCE AND LEGAL LIABILITIES

4.15.1 Insurance. The School will maintain adequate insurance necessary for the operation of the School, including but not limited to property insurance, general liability insurance, workers' compensation insurance, unemployment compensation insurance, motor vehicle insurance, and errors and omissions insurance covering the Board, School, and its employees with policy limits as set forth below:

a. Comprehensive general liability: \$10,000,000

b. Officers, directors and employees errors and omissions: \$50,000

c. Professional liability insurance: \$10,000,000 per occurrence. Coverage must include coverage from claims of sexual molestation and corporal punishment and any sublimits must be approved by the Commission.

d. Data Breach Insurance: \$1,000,000

e. Property insurance: As required by landlord or lender

f. Transportation/Motor vehicle liability (if appropriate): \$10,000,000 per occurrence, which must include coverage for bodily injury and property damage; any sublimits must be approved

by the Commission. In addition, collision and comprehensive insurance against physical damage including theft shall be provided with a maximum deductible of \$1,000 for collision and \$1,000 for comprehensive coverage except when the cost of the coverage would exceed the value of the vehicle during the contract period.

e. Bonding:

1. The School shall ensure that every officer, director, or employee who is authorized to act on behalf of the School for the purpose of receiving or depositing funds into school accounts or issuing financial documents, checks, or other instruments of payment for program costs shall be bonded to provide protection against loss.

a. Fidelity bonding secured pursuant to this contract shall name the Commission on behalf of the State of Washington as the beneficiary and the amount of coverage shall be for the amount of each year's allocation based on projected enrollment.

b. The School shall provide, at the Commission's request, copies of bonding instruments or certifications from the bond issuing agency. The copies or certifications shall show the bonding coverage, the Commission on behalf of the State of Washington as designated Beneficiary, who is covered, and the amounts.

2. The School shall obtain and maintain for the term of this contract a Payment and Performance Bond of not less than 100% of the total amount expected to be paid to School by the State of Washington under this Agreement. School will provide proof of such bonding within ten (10) calendar days of the signing of this Agreement. The copies or certifications shall show the bonding coverage, the Commission on behalf of the State of Washington as designated Beneficiary, who is covered, and the amounts. The School shall remain solely responsible for the costs associated in securing the bond. The School may draw upon this bond for the purposes of covering damages incurred as a direct result of School's failure to meet its material obligations hereunder. The bond must be conditioned on the School's faithful performance of the Contract; the Commission must be entitled to collect on the bond if the School breaches the terms of this contract, or is terminated, revoked or closed.

f. Workers' compensation: Prior to performing work under this Contract, the School shall provide or purchase industrial insurance coverage for its employees, as may be required of an "employer" as defined in RCW Title 51, and shall maintain full compliance with RCW Title 51 during the course of this Contract.

The Commission shall be named as an additional insured on all of these insurance policies. The Commission may reasonably require the School to adjust the coverage and limits provided for under the

terms of any particular contract or policy. The School will pay any deductible amounts attributable to any acts or omissions of the School, its employees, or agents.

4.15.2 Insurance Certification. The School shall, by August 1st of each year, provide the Commission with proof of insurance as required by state law and Commission policy.

4.15.3 Risk Management. Within 24 hours of identification of any pending or threatened claims or charges the School will inform the Commission and provide the Commission's counsel and risk manager with all notices of claims. In addition to satisfying its indemnification obligations, the School will cooperate fully with the Commission in the defense of any claims asserted against the Commission, its board members, agents or employees arising from or related to the operation of the School and comply with the defense and reimbursement provisions of all applicable insurance policies.

4.15.4 Limitation of Liabilities. In no event will the State of Washington, or its agencies, officers, employees, or agents, including, but not limited to the Commission, be responsible or liable for the debts, acts or omissions of the School, its officers, employees, or agents.

4.15.5 Faith and/or Credit Contracts with Third Parties. The School shall not have authority to extend the faith and credit of the Commission to any third party and agrees that it will not attempt or purport to do so. The School acknowledges and agrees that it has no authority to enter into a contract that would bind the Commission and agrees to include a statement to this effect in each contract or purchase order it enters into with third parties.

4.15.6 Indemnification. To the fullest extent permitted by law, the School shall indemnify, defend and hold harmless the Commission, State, agencies of State and all officials, agents and employees of State, from and against all claims for injuries or death arising out of or resulting from the performance of the contract by the Schools' agents, employees, representatives, or contractors. The School's obligation to indemnify, defend, and hold harmless includes any claim by Schools' agents, employees, representatives, or any contractor or its employees. The School expressly agrees to indemnify, defend, and hold harmless the Commission and State for any claim arising out of or incident to School's or any contractor's performance or failure to perform the contract. The obligation of indemnification includes all attorney fees, costs and expenses incurred by the Commission and/or State in defense of any suits, actions, grievances, charges and/or proceedings.

4.16 ADDITIONAL SERVICES

Except as may be expressly provided in this Contract, as set forth in any subsequent written agreement between the School and the Commission, or as may be required by law, neither the School nor the Commission shall be entitled to the use of or access to the services, supplies, or facilities of the other. Any service agreements between the Commission and the School shall be subject to all terms and conditions of this Contract, except as may be otherwise agreed in writing. The purchase of any services not expressly required under this contract or set forth in any subsequent written agreement between the School and the Commission or not required by law, shall not be a condition of the approval or continuation of this contract.

4.17 PROVISION OF POLICIES TO THE COMMISSION

Upon request, the School will furnish to the Commission copies of all written policies and procedures it may adopt with respect to any matter relating to its management, operations, and educational program.

V. COMMISSION'S RIGHTS AND RESPONSIBILITIES

5.1.1 Oversight and Enforcement. The Commission will manage, supervise, and enforce this Contract. It will oversee the School's performance under this Contract and hold the School accountable to performance of its obligations as required by federal and state laws and regulations, the Performance Framework, as well as the terms of this Contract. This may include, but is not limited to, taking corrective action, development of corrective action plans, imposing sanctions, renewal, revocation, or termination of this Contract.

5.1.2 Right to Review. The Commission is a state educational agency with oversight and regulatory authority over the schools that it authorizes as provided by the provisions of chapter 28A.710 RCW. Upon request, the Commission, or its designee, shall have the right to review all records created, established or maintained by the School in accordance with the provisions of this Contract, Commission policies and regulations, or federal and state law and regulations. This right shall be in addition to the Commission's right to require the School to submit data and other information to aid in the Commission's oversight and monitoring of the School as provided under this Contract and governing law. When the request is for on site inspection of records, the Commission shall be granted immediate access. If the request is for reproduction of records, then the Commission will include a timeframe in which the records must be provided; the School must adhere to this timeframe.

This information, regardless of the form in which it is disclosed, will be used by the Commission, and its authorized representatives, to satisfy its obligations to audit, evaluate, and conduct compliance and enforcement activities relative to the School.

5.1.3 Inquiries and Investigations. The Commission may conduct or require oversight activities including, but not limited to, inquiries and investigations consistent with chapter 28A.710 RCW, regulations, and the terms of this Contract.

5.1.4 Notification of Perceived Problems. The Commission will notify the School of perceived problems about unsatisfactory performance or legal compliance within reasonable timeframes considering the scope and severity of the concern. The School will be given reasonable opportunity to respond to and remedy the problem, unless immediate revocation is warranted.

5.1.5 Other Legal Obligations. Nothing in this Contract will be construed to alter or interfere with the Commission's performance of any obligations imposed under federal or state law.

5.1.6 Oversight Fee. The Commission shall be paid an authorizer oversight fee in accordance with RCW 28A.710.110 and associated rules adopted by the State Board of Education (SBE).

VI. BREACH OF CONTRACT, TERMINATION, AND DISSOLUTION

6.1.1 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 Charter Schools Act, Commission rules and policies, or any other applicable law or regulation, whether state, local, or federal.

6.1.2 Termination by the Commission. This Contract may be terminated, after written notice to the School, and the charter revoked by the Commission in accordance with the provisions of chapter 28A.710 RCW, and associated rules and policies. In order to minimize the disruption to students, the termination protocol developed pursuant to RCW 28A.710.210 will be followed.

The Commission may terminate the Contract for any of the following reasons:

- a. Any of the grounds provided for under chapter 28A.710 RCW, as it exists now or may be amended;
- b. A material and substantial violation of any of the terms, conditions, standards, or procedures set forth in the Contract;
- c. Failure to meet generally accepted standards of fiscal management;
- d. Substantial violation of any provision of law from which the School was not specifically exempted;
- e. Failure to meet the goals, objectives, content standards, performance framework, applicable federal requirements or other terms identified in the Contract;
- f. Bankruptcy or insolvency of the School; or
- g. The school's performance falls in the bottom quartile of schools on the State Board of Education's accountability index.

6.1.3 Other Remedies. The Commission may impose other appropriate remedies for breach including, but not limited to, imposing sanctions or corrective action to address apparent deficiencies or noncompliance with legal requirements. These may include a requirement that the School develop and execute a corrective action plan within a specified timeframe. Failure to develop, execute, and/or complete the corrective action plan within the timeframe specified by the Commission will constitute a material and substantial violation of the Contract. This provision shall be implemented in accordance with the chapter 28A.710 RCW and the associated rules and guidance issued by the Commission.

6.1.4 Termination by the School. Should the School choose to terminate this Contract before the end of the Contract term, it must provide the Commission with notice of the decision immediately after it is made, but no later than ninety days before the closure of the school year. Notice shall be made in writing to the Commission. The School must comply with the Commission's termination protocol.

6.1.5 Dissolution. Upon termination of this Contract for any reason by the School, upon expiration of the Contract, or if the School should cease operations or otherwise dissolve, the Commission may

supervise the winding up of the business and other affairs of the School; provided, however, that in doing so the Commission will not be responsible for and will not assume any liability incurred by the School under this Contract. The Board and School personnel shall cooperate fully with the winding up of the affairs of the School. The School's obligations for following a termination protocol and winding up of the affairs of the school shall survive the term of this contract.

6.1.6 Disposition of Assets upon Termination or Dissolution. All assets, including tangible, intangible, and real property in use by the School but originally owned by the state or assets purchased using at least 25 percent of public funds are the property of the state and shall be returned to the state upon termination or dissolution, in accordance with Commission policy and governing law. School owned assets, including tangible, intangible, and real property, remaining after paying the School's debts and obligations and not requiring return or transfer to donors or grantors, or other disposition in accordance with state law, will be disposed of in accordance with governing state and federal law, including, but not limited to RCW 28A.710.210, and the rules adopted thereto.

VII. GENERAL

7.1.1 Merger. This Agreement, and all attachments, exhibits and amendments thereto, contains all the terms and conditions agreed upon by the parties. No other understandings, oral or otherwise, regarding the subject matter of this Contract shall be deemed to exist or to bind any of the Parties hereto.

7.1.2 Amendments. No amendment to this Contract will be valid unless ratified in writing by the Commission and the School's governing body and executed by authorized representatives of the Parties.

7.1.3 Governing Law and Enforceability. This Contract shall be construed and interpreted in accordance with the laws of the state of Washington and the venue of any action brought hereunder shall be in the Superior Court for Thurston County.

7.1.4 Severability. If any provision of this Contract or any application of this Contract to the School is found contrary to law or invalid, such provision or application will have effect only to the extent permitted by law and the invalidity shall not affect the validity of the other terms or conditions of this Agreement.

7.1.5 No Waiver. The Parties agree that no assent, express or implied, to any breach by either party of any one or more of the provisions of this Contract shall constitute a waiver of any other breach.

7.1.6 No Third-Party Beneficiary. This Contract shall not create any rights in any third parties who have not entered into this Contract, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Contract.

7.1.7 Non-Assignment. Neither party to this Contract shall assign or attempt to assign any rights, benefits, or obligations accruing to the party under this Contract unless the other party agrees in writing to any such assignment.

7.1.8 Records Retention. School records shall be maintained in accordance with all applicable state and federal document and record retention requirements. If any litigation, claim or audit is started before the expiration of an applicable document retention period, the records shall be retained until all litigation, claims, or audit findings involving the records have been resolved.

7.1.9 Confidential Information.

a. The parties recognize that they are both bound by the requirements of the Family Educational Rights and Privacy Act Regulations (FERPA), (20 U.S.C. § 1232g; 34 C.F.R. § 99), and they will safeguard such information in accordance with the requirements of FERPA. The parties further recognize that that some of the information exchanged under this agreement will be confidential.

b. The term confidential information as used in this Contract means any and all information provide by one party to the other that is exempt from mandatory disclosure under the terms of the state public disclosure laws codified at chapter 42.56 RCW. The term “confidential information” includes, but is not limited to:

Any personally identifiable student-related information, including, but not limited to (a) student names, (b) the name of a student’s parent or other family members, (c) student addresses, (d) the address of a student’s family, (e) personal identifiers such as a student’s social security number or student number, (f) personal characteristics that would make a student’s identity easily traceable, (g) any combination of information that would make a student’s identity easily traceable, (h) test results for schools and districts which test fewer than ten students in a grade level, and (i) any other personally identifiable student related information, or portrayal of student related information in a personally identifiable manner. (See, in particular, RCW 42.56.230(1) which exempts personal information in files maintained for students in public schools from mandatory public disclosure; RCW 42.56.070 and 42.56.080 which recognize exemptions from mandatory public disclosure information contained in other statutes such as the federal FERPA and its implementing regulations which prohibit the unauthorized public disclosure and re-disclosure of “personally identifiable student information” in or from student “education records”; and the provisions of this contract.

c. Confidential information disclosed under this agreement will be used solely for legally authorized purposes including, but not limited to, the audit, evaluation of the School and associated compliance and enforcement activities.

d. Only employees of the parties, and legally authorized individuals, will have access to confidential information described in this agreement. Any re-disclosure of personally

identifiable information will occur only as authorized under this agreement and 34 C.F.R. § 99.33.

e. Confidential information exchanged under this agreement will be destroyed when the purpose for which the information was required has been completed, and will not be duplicated or re-disclosed without specific authority to do so. Provided, however, that the parties must also comply with all legally imposed document retention requirements and litigation holds.

f. The parties will safeguard confidential information by developing and adhering to policies governing physical, electronic, and managerial safeguards against unauthorized access to and unauthorized disclosure of confidential information.

g. If a party receives a public records request, court order, or subpoena for Student Data, provided under this agreement the party shall, to the extent permitted by law, notify the other party within two (2) business days of its receipt thereof, and will reasonably cooperate with the party in meeting FERPA obligations in complying with or responding to said public records request, subpoena, and/or court order.

7.1.10 Order of Precedence. The items listed below are incorporated by reference herein. In the event of an inconsistency in this contract, the inconsistency shall be resolved by giving precedence in the following order:

- a. Applicable Federal and Washington State laws and regulations;
- b. Terms and Conditions of the Contract;
- c. Appendices; and
- d. Any other provisions incorporated by reference or otherwise into the Contract.

7.1.11 Taxes. The School shall be responsible for adherence to all state and federal tax laws and regulations including, but not limited to, all payments accrued on account of payroll taxes, unemployment contributions, any other taxes, insurance or other expenses for the School's employees, contractors, staff and volunteers which shall be the sole liability of the School.

7.1.12 Waiver. Waiver of any breach of any term or condition of this Contract shall not be deemed a waiver of any prior or subsequent breach. No term or condition of this Contract shall be held to be waived, modified, or deleted except by a written instrument signed by the parties.

7.1.13 Applicable Law. When a provision of this Contract requires the School to comply with all federal, state, and local laws, ordinances, rules, or regulations, or some combination thereof, without specific reference or citation, it is the parties' intent that the language encompasses those laws that are applicable to charter schools. If there is a disagreement about what laws are applicable or the extent to which a given law is applicable, the parties shall engage in good faith discussions in an effort to determine applicability and the associated scope. However, the Commission shall be the ultimate authority regarding what laws apply to the charter schools it has authorized and the extent to which they apply.

VIII. NOTICE

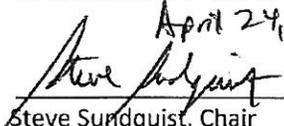
8.1.1 Any notice required or permitted under this Contract will be in writing and will be effective upon personal delivery or three days after mailing when sent by certified mail, postage prepaid, addressed as follows:

SOAR Academy
Kristina Bellamy-McClain
210 South Hudson
Seattle, WA 98134
(907) 830-3226

Joshua Halsey
Washington Charter School Commission
PO Box 40996
Olympia, WA 98504-0996
(360) 725-5511

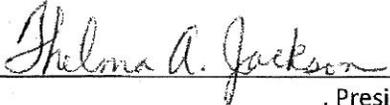
IN WITNESS WHEREOF, the Parties have executed this Contract to be effective August 17, 2015

APPROVED BY A QUORUM OF THE
COMMISSION ON [MONTH DAY], 2014:

April 24, 2014


Steve Sundquist, Chair
Washington State Charter School Commission

THE CHARTER SCHOOL BOARD:


_____, President
SOAR Academy Charter School Board
Thelma A. Jackson

SOAR ACADEMY CHARTER SCHOOL
8/17/2015-8/17/2020

AMENDMENT NUMBER 1

This Amendment Number 1 (the "Amendment") is entered into this 22nd day of May, 2014, between the Washington Charter School Commission (hereafter, the "Commission"), and SOAR Academy Charter School (hereafter, the "School").

Section 1
Recitals

A. The Commission and the School entered into the Charter Contract on April 24, 2014, thereby permitting the School to maintain and develop SOAR Academy Charter School.

B. The parties wish to reflect in this Amendment their agreement to modify or waive the below identified provisions of the Charter Contract.

Section 2
Agreement

The parties, in consideration of the mutual promises, representations, and covenants herein, agree to amendment of the Charter Contract as follows:

Section 2.1

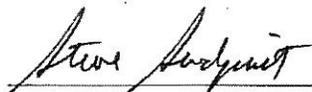
Provision 4.15.1(e)(2) Insurance of the Charter Contract is hereby amended to read as follows:

The School shall obtain and maintain for the term of this contract a Payment and Performance Bond of not less than 100% of the total amount expected to be paid to School by the State of Washington under this Agreement. School will provide proof of such bonding by August 1, 2015 ~~within ten (10) calendar days of the signing of this Agreement~~. The copies or certifications shall show the bonding coverage, the Commission on behalf of the State of Washington as designated Beneficiary, who is covered, and the amounts. The School shall remain solely responsible for the costs associated in securing the bond. The School may draw upon this bond for the purposes of covering damages incurred as a direct result of School's failure to meet its material obligations hereunder. The bond must be conditioned on the School's faithful performance of the Contract; the Commission must be entitled to collect on the bond if the School breaches the terms of this contract, or is terminated, revoked or closed.

Section 2.2 All other terms and conditions of the Charter Contract, including prior amendments remain in full force and effect in the same manner as set forth therein.

The Parties have executed this Contract Amendment as of the day and year stated below.

APPROVED BY A QUORUM OF THE
COMMISSION ON May 22, 2014:



Steve Sundquist, Chair
Washington State Charter School Commission

THE CHARTER SCHOOL BOARD
Date 6/3/, 2014:



Thelma A. Jackson, President
SOAR Academy Charter School Board



TO: Washington State Charter School Commission Staff

FROM: National Association of Charter School Authorizers (NACSA)

DATE: June 2, 2014

RE: Financial Performance Framework Initial Draft

This draft of the Washington State Charter School Commission Financial Performance Framework (FPF) developed by NACSA, in partnership with CliftonLarsonAllen (CLA), is included below. The starting point for the draft was NACSA's Core Financial Performance Framework (Core FPF), which is based on best practices in charter school and non-profit finance. We then reviewed publically available information related to Washington State charter law to determine if any of the measures in NACSA's Core FPF would need to be modified given Washington's legislative, political, and financial charter school environment. Some of the information that we reviewed includes:

- Publically available information from the Washington State Board of Education
www.sbe.wa.gov/charters.php
- Publically available information from the Washington State Charter School Association
www.wacharter.org
- Publically available information from the Washington State Governor's Office
www.governor.wa.gov/issues/education/commission/
- [Initiative 1240](#)
- Spokane Public Schools Authorizer Application

Given that the law states that authorizers must develop and follow chartering policies and practices that are consistent with the principles and standards for quality charter authorizing developed by NACSA, our initial assessment is that the eight financial framework measures presented in the Core FPF should stand as is for Washington. Further, in its application, Washington's only approved school district authorizer, Spokane Public Schools, noted that it will use the NACSA performance framework to hold their charter schools accountable financially. However, we will work with the WSCSC to seek feedback from charter school and finance experts in Washington to ensure that the WSCSC FPF is an appropriate and effective accountability tool.

There is one relatively unique situation that has not yet been defined in Washington State. While it does not affect the FPF measure or targets, it is important to note that we may want to provide some clarification in the final draft FPF. Washington has indicated that charter schools require a state and nonprofit audit. Both government and nonprofits use fund accounting, so it does not affect the measures or targets. Each measure does list the sources of data needed to calculate the measure, but in many cases, that source simply states audited financial statement, balance sheet, or income statement. We will want to discuss how authorizers will obtain this information, i.e. will the state provide the information in a more usable format than each authorizer keying in the information from the audits? We will then want to clarify which audit the WSCSC will use to calculate each of the FPF measures in the sources section of the final draft.

An initial draft of the framework is included on the following pages. Specifically, we have included:

- a brief introduction
- each measure in detail including:
 - definition
 - overview
 - source of data
 - targets and basis for target levels
- a list of suggested follow-up actions

Washington State Financial Performance Framework - Initial Draft

Introduction

The Financial Performance Framework is an accountability tool that provides the Washington State Charter School Commission (WSCSC) with data necessary to assess the financial health and viability of charter schools in its portfolio on an ongoing basis and for the purposes of an annual review. The framework summarizes a charter school's current financial health while taking into account the school's financial trends over a period of three years. The measures are designed to be complementary. No single measure gives a full picture of the financial situation of a school. Taken together, however, the measures provide a comprehensive assessment of the school's financial health and viability based on a school's historic trends, near-term financial situation, and future viability.

There are eight measures used in the Washington FPF. Each is an indicator of either near-term financial health or longer-term financial sustainability:

- Current Ratio (Near-Term)
- Unrestricted Days Cash (Near-Term)
- Enrollment Variance (Near-Term)
- Debt Default (Near-Term)
- Total Margin (Sustainability)
- Debt to Asset Ratio (Sustainability)
- Cash Flow (Sustainability)
- Debt Service Coverage Ratio (Sustainability)

For each of the measures, we set targets based on authorizer best practices, industry standards, and ratios that truly reflect the health of the school in the Washington financial environment for charters. The WSCSC will use data from the year-end audited financial statements for each school to calculate each measure. These calculations are based on *all funds* of the school (not just the general fund) in order to depict the overall financial health of the school.

You'll note that a number of the measures have different targets for schools in their first or second year of operations. This is for two reasons, either a school with less than three years of operations will not have adequate trending data to meet the standard and/or we recommend slightly higher targets for newer schools on certain measures.

Within each annual reporting period, the Financial Performance Framework provides for an initial review and a follow-up assessment that together produce two ratings: a Preliminary Rating and a Final Rating. The Preliminary Rating indicates whether the school has met the standard for financial viability based on the Commission's initial review of financial information, which, for an annual review, will be drawn from the school's audited financials. The Final Rating documents the Commission's revised assessment based on more current financial information

and/or more detailed examination of the school's financial position, as needed.

Preliminary Ratings

The Preliminary Rating is either *Meets Standard* or *Pending Dialogue*. The *Meets* rating means that the information contained in the financials under review indicates that the school is meeting or exceeding the target for the standard in question. The *Pending* rating means that the school is not meeting the target based on the financials under review. A school that misses the standard on any one measure may or may not be at financial risk. It may be in immediate distress, financially trending negatively, both, or neither. There are two types of additional information that the Commission may need before assigning a Final Rating. The first is more current information. When conducting a year-end evaluation of a school's financials, the Commission will be reviewing audit numbers that are typically several months old by the time the audit has been finalized. The Commission's further analysis will often include review of current, unaudited financials. The second is more detailed information about the school's financial position to assess the reasons behind the failure to meet the standard. For example, a school might make a strategic long-term financial decision that results in it missing a standard in the near term. The Commission's follow-up will consider the more current and more detailed information to determine whether the Preliminary Rating is still applicable and the degree to which it is, in fact, an indication of financial risk or distress.

Final Ratings

The Final Rating is either *Meets Standard*, *Does Not Meet Standard*, or *Falls Far Below Standard*.

Meets Standard

A *Meets* rating indicates sound financial viability based on the overall financial record. Either the school has already met the standard based on the financials under review, the previous financial concerns that produced a preliminary *Pending* rating have been adequately remedied based on more current financial data, or the previous concerns have been adequately addressed based on additional information such that the WSCSC concludes that performance against the standard indicates sound financial viability.

Does Not Meet Standard

A *Does Not Meet* rating indicates that upon further review following a preliminary *Pending* rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted. A *Does Not Meet* rating means that even based on more current financial information, the school is not currently meeting the standard, or concerns previously identified, although not currently manifested, have been of a depth or duration that warrants continued attention.

Falls Far Below Standard

A *Falls Far Below* rating indicates that upon further review following a preliminary *Pending* rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary. The school's rating will be based on both the most recent audited financials and more current unaudited financials. The Commission will also consider any relevant context for the school's financial position that informs the causes of the school's substantial shortcomings for the area in question. Appropriate monitoring and/or intervention will be determined, in part, by how the rating on the standard in question fits within the school's overall performance on the framework.

Measures

1.a. Current Ratio – Near Term Indicator

Definition: *The current ratio depicts the relationship between a school’s current assets and current liabilities.*

Overview: The current ratio measures a school’s ability to pay its obligations over the next twelve months. A current ratio of greater than 1.0 indicates that the school’s current assets exceed its current liabilities, thus indicating ability to meet current obligations. A ratio of less than 1.0 indicates that the school does not have sufficient current assets to cover the current liabilities and is not in a satisfactory position to meet its financial obligations over the next 12 months.

Source of Data: Audited balance sheet

Near Term	
1.a. Current Ratio: Current Assets divided by Current Liabilities	
Preliminary Rating	Final Rating (Following Additional Analysis)
<p>Meets Standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Current Ratio is greater than or equal to 1.1 or <input type="checkbox"/> Current Ratio is between 1.0 and 1.1 <i>and</i> one-year trend is positive (current year ratio is higher than last year’s) <p><i>Note: For schools in their first or second year of operation to receive a “Meets Standard” rating, the current ratio must be greater than or equal to 1.1.</i></p>	<p>Meets Standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Indicates sound financial viability based on the overall financial record.
<p>Pending Dialogue:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Current Ratio is between 1.0 and 1.1 <i>and</i> one-year trend is negative or <input type="checkbox"/> Current Ratio is less than or equal to 1.0 	<p>Does Not Meet Standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted.
	<p>Falls Far Below Standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary.

Guidelines for Target Level and Ratings: The general rule of thumb for a current ratio is that it should be a minimum of 1.0. An upward trend of a current ratio that is greater than 1.0 indicates greater financial health, hence the greater than or equal to 1.1 to meet standard. A current ratio less than 0.9 is a serious financial health risk, based on common standards.

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1.b. Unrestricted Days Cash – Near Term Indicator

Definition: The unrestricted days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash.

Overview: The unrestricted days cash ratio indicates whether or not the school has sufficient cash to meet its cash obligations. Depreciation expense is removed from the total expenses denominator because it is not a cash expense.

Source of Data: Audited balance sheet and income statement. Note that if cash is restricted due to legislative requirements, donor restrictions, or others, the restriction should be listed in the audit.

Near Term	
1.b. Unrestricted Days Cash: Unrestricted Cash divided by ((Total Expenses- Depreciation Expense)/365)	
Preliminary Rating	Final Rating (Following Additional Analysis)
<p>Meets Standard:</p> <p><input type="checkbox"/> 60 Days Cash or <input type="checkbox"/> Between 30 and 60 Days Cash <i>and</i> one-year trend is positive</p> <p>Note: For schools in their first or second year of operation, they must have a minimum of 30 Days Cash to receive a "Meets Standard" rating.</p>	<p>Meets Standard:</p> <p><input type="checkbox"/> Indicates sound financial viability based on the overall financial record.</p>
<p>Pending Dialogue:</p> <p><input type="checkbox"/> Days Cash is between 30 and 60 days <i>and</i> one-year trend is negative or <input type="checkbox"/> Days Cash is below 30 days</p>	<p>Does Not Meet Standard:</p> <p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted.</p>
	<p>Falls Far Below Standard:</p> <p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary.</p>

Guidelines for Target Level and Ratings: At least one month’s of operating expenses cash on hand is a standard minimum measure of financial health of any organization. Due to the nature of charter school cash flow and the sometimes irregular receipts of revenue, a 60 day threshold was set for schools to meet the standard, though schools showing a growing cash balance from prior years and who have enough cash to pay at least one month’s expenses are also financially stable enough and show positive trending, therefore meeting standard. If a school has less than 15 days of cash on hand, they will not be able to operate for more than a few weeks without another cash inflow, and are at high risk for immediate financial difficulties.

1.c. Enrollment Variance – Near Term Indicator

Definition: Enrollment variance indicates whether or not the school is meeting its enrollment projections. As enrollment is a key (often the key) driver of revenue, variance is important to track the sufficiency of revenues generated to fund ongoing operations.

Overview: The enrollment variance depicts actual versus projected enrollment. A school budgets based on projected enrollment but is funded based on actual enrollment; therefore, a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. Though enrollment is not the singular driver of revenues for a school, it is highly correlated at a minimum. As school budgets are generally designed to match expenses with projected revenues, a poor enrollment variance is a substantial indicator of potential financial issues. It is critical to capture this information as early in the school year as possible to determine whether you may need to take action or intervene in some way.

Schools less than five years old may have greater fluctuations in their enrollment because they have not yet established themselves in the community. However, mature schools with large, unexplained fluctuations in enrollment may be in financial distress if they are not able to adjust accordingly. Often, financially stable schools will purposefully underestimate enrollment so that they may budget more conservatively.

Many authorizers in the field use enrollment variance as a way to not only evaluate a charter school’s financial health, but also to monitor how savvy the school’s board and management are at forecasting. Thus, while enrollment variance is a primary measure of financial health, it can also be seen as a secondary measure for organizational aptitude.

Source of Data:

- Projected enrollment – Charter school board-approved enrollment budget for the year in question
- Actual enrollment

Near Term	
1.c. Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	
Preliminary Rating	Final Rating (Following Additional Analysis)
<p>Meets Standard:</p> <p><input type="checkbox"/> Enrollment Variance equals or exceeds 95% in the most recent year</p>	<p>Meets Standard:</p> <p><input type="checkbox"/> Indicates sound financial viability based on the overall financial record.</p>
<p>Pending Dialogue:</p> <p><input type="checkbox"/> Enrollment Variance is below 95% in the most recent year</p>	<p>Does Not Meet Standard:</p> <p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted.</p>
	<p>Falls Far Below Standard:</p> <p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary.</p>

Guidelines for Target Level and Ratings: Enrollment variance less than 85 percent indicates that a significant amount of funding a school set its expense budget on is no longer available, and thus is at a

significant financial risk. Schools that achieve at least 95 percent of projected enrollment generally have the operating funds necessary to meet all expenses, and thus are not at a significant risk of financial distress.

1.d. Debt Default – Near Term Indicator

Definition: Debt default indicates if a school is not meeting debt obligations or covenants.

Overview: This metric addresses whether or not a school is meeting its loan covenants and/or is delinquent with its debt service payments. Additionally, a school that is holding employee 403b contributions to aid cash flow could be considered in default. A school which cannot meet the terms of its loan may be in financial distress. Dependent on the debt environment, the WSCSC may consider a school in default only when it is not making payments on its debt, or when it is out of compliance with other requirements in its debt covenants. Because there are no schools in operations as of yet in Washington, it is not yet known what the debt environment will be. The Commission will have to monitor the debt environment to determine if violations of debt covenants should be considered qualifications for falling below or far below standards.

Source of Data: Notes to the audited financial statements

Near Term	
1.d. Default	
Preliminary Rating	Final Rating (Following Additional Analysis)
<p>Meets Standard:</p> <p><input type="checkbox"/> School is not in default of loan covenant(s) and/or is not delinquent with debt service</p>	<p>Meets Standard:</p> <p><input type="checkbox"/> Indicates sound financial viability based on the overall financial record.</p>
<p>Pending Dialogue:</p> <p><input type="checkbox"/> School is in default of loan covenant(s) and/or is delinquent with debt service</p>	<p>Does Not Meet Standard:</p> <p><input type="checkbox"/> Upon further review following a preliminary Pending rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted.</p>
	<p>Falls Far Below Standard:</p> <p><input type="checkbox"/> Upon further review following a preliminary Pending rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary.</p>

Guidelines for Target Level and Ratings: Schools that are not meeting financial obligations, either through missed payments or violations of debt covenants, are at risk of financial distress. As mentioned in the overview section, the Commission will have to continue to monitor the debt environment to determine if violations of debt covenants should be considered qualifications for falling below or far below standards.

2.a. Total Margin and Aggregated Three-year Total Margin – Sustainability Indicator

Definition: Total margin measures the deficit or surplus a school yields out of its total revenues; in other words, whether or not the school is living within its available resources.

Overview: The total margin measures if a school operates at a surplus (more total revenues than expenses) or a deficit (more total expenses than revenues) in a given time period. The total margin is important to track as schools cannot operate at deficits for a sustained period of time without risk of closure. Though the intent of a school is not to make money, it is important for charters to build, rather than deplete, a reserve to support growth or sustain the school in an uncertain funding environment.

The aggregated three-year total margin is helpful for measuring the long-term financial stability of the school by smoothing the impact of single-year fluctuations on the single year total margin indicator. The performance of the school in the most recent year, however, is indicative of the sustainability of the school, thus the school must have a positive total margin in the most recent year to meet standard.

Source of Data: Three years of audited income statements

Sustainability	
2.a. Total Margin: Net Income divided by Total Revenue	
Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	
Preliminary Rating	Final Rating (Following Additional Analysis)
<p>Meets Standard:</p> <p><input type="checkbox"/> Aggregated Three-Year Total Margin is positive <i>and</i> the most recent year Total Margin is positive</p> <p>or</p> <p><input type="checkbox"/> Aggregated Three-Year Total Margin is greater than -1.5%, the trend is positive for the last two years <i>and</i> the most recent year Total Margin is positive</p> <p><i>Note: For schools in their first or second year of operation to receive a "Meets Standard" rating, the cumulative Total Margin must be positive.</i></p>	<p>Meets Standard:</p> <p><input type="checkbox"/> Indicates sound financial viability based on the overall financial record.</p>
<p>Pending Dialogue:</p> <p><input type="checkbox"/> Aggregated Three-Year Total Margin is greater than -1.5%, but trend does not meet standard</p> <p>or</p> <p><input type="checkbox"/> Aggregated Three-Year Total Margin is less than or equal to -1.5%</p> <p>or</p> <p><input type="checkbox"/> The most recent year Total Margin is less than -10%</p>	<p>Does Not Meet Standard:</p> <p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted.</p>
	<p>Falls Far Below Standard:</p> <p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary.</p>

Guidelines for Target Level and Ratings: General preference in any industry is that total margin is positive, but organizations can make strategic choices to operate at a deficit for a year for a large capital expenditure or other planned expense. The targets set allow for flexibility over a three-year timeframe in the aggregate total margin, but require a positive total margin for the current year to meet standard. A margin in any year of less than -10 percent or an aggregate three-year total margin less than -1.5 percent is an indicator of financial risk.

2.b. Debt to Asset Ratio – Sustainability Indicator

Definition: The debt to asset ratio measures the amount of liabilities a school owes versus the assets they own; in other words, it measures the extent to which the school relies on borrowed funds to finance its operations.

Overview: The debt to asset ratio compares the school’s liabilities to its assets. Simply put, the ratio demonstrates what a school owes against what it owns. A lower debt to asset ratio generally indicates stronger financial health.

Source of Data: Audited balance sheet

Sustainability	
2.b. Debt to Asset Ratio:	
Total Liabilities divided by Total Assets	
Preliminary Rating	Final Rating (Following Additional Analysis)
<p>Meets Standard:</p> <p><input type="checkbox"/> Debt to Asset Ratio is less than 0.90</p>	<p>Meets Standard:</p> <p><input type="checkbox"/> Indicates sound financial viability based on the overall financial record.</p>
<p>Pending Dialogue:</p> <p><input type="checkbox"/> Debt to Asset Ratio is greater than or equal to .90</p>	<p>Does Not Meet Standard:</p> <p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted.</p>
	<p>Falls Far Below Standard:</p> <p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary.</p>

Guidelines for Target Level and Ratings: A debt to asset ratio greater than 1.0 is a generally accepted indicator of potential long-term financial issues, as the organization owes more than it owns, reflecting a risky financial position. A ratio less than 0.9 indicates a financially healthy balance sheet, both in the assets and liabilities, and the implied balance in the equity account.

2.c. Cash Flow – Sustainability Indicator

Definition: *The cash flow measure indicates a school’s change in cash balance from one period to another.*

Overview: Cash flow indicates the trend in the school’s cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year to year can have a long-term impact on a school’s financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. Similar to total margin, this measure is not intended to encourage amassing resources instead of deploying them to meet the mission of the organizations, but rather to provide for stability in an uncertain funding environment.

Source of Data: Three years of audited balance sheets

Sustainability	
2.c. Cash Flow	
Multi-Year Cash Flow = (Year 3 Total Cash) – (Year 1 Total Cash)	
One-Year Cash Flow = (Year 2 Total Cash) – (Year 1 Total Cash)	
Preliminary Rating	Final Rating (Following Additional Analysis)
<p>Meets Standard:</p> <p><input type="checkbox"/> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year</p> <p>or</p> <p><input type="checkbox"/> Multi-Year and most recent year Cash Flows are positive</p> <p>or</p> <p><input type="checkbox"/> One-Year Cash Flow is positive (schools in their second year of operation)</p> <p><i>Note: This measure is not applicable for schools until their second year of operations. For schools in their second year of operation to receive a “Meets Standard” rating, they must have positive one-year cash flow. The multi-year cash flow calculation is not applicable until a school’s third year of operations.</i></p>	<p>Meets Standard:</p> <p><input type="checkbox"/> Indicates sound financial viability based on the overall financial record.</p>
<p>Pending Dialogue:</p> <p><input type="checkbox"/> Multi-Year Cumulative Cash Flow is positive, but trend does not meet standard</p> <p>or</p> <p><input type="checkbox"/> Multi-Year Cumulative Cash Flow is negative</p>	<p>Does Not Meet Standard:</p> <p><input type="checkbox"/> Upon further review following a preliminary Pending rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted.</p>
	<p>Falls Far Below Standard:</p> <p><input type="checkbox"/> Upon further review following a preliminary Pending rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary.</p>

Guidelines for Target Level and Ratings: A positive cash flow over time generally indicates increasing financial health and sustainability of a charter school.

2.d. Debt Service Coverage Ratio – Sustainability Indicator

Definition: The debt service coverage ratio indicates a school’s ability to cover its debt obligations in the current year.

Overview: This ratio measures whether or not a school can pay the principal and interest due on its debt based on the current year’s net income. Depreciation expense is added back to the net income because it is a non-cash transaction and does not actually cost the school money. The interest expense is added back to the net income because it is one of the expenses an entity is trying to pay, which is why it is included in the denominator.

Source of Data:

- Net income: audited income statement
- Depreciation expense: audited cash flow statement
- Interest expense: audited cash flow statement and/or income statement
- Annual principal and interest obligations: provided from the school

Sustainability	
2.d. Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	
Preliminary Rating	Final Rating (Following Additional Analysis)
<p>Meets Standard: <input type="checkbox"/> Debt Service Coverage Ratio is equal to or exceeds 1.1</p>	<p>Meets Standard: <input type="checkbox"/> Indicates sound financial viability based on the overall financial record.</p>
<p>Pending Dialogue: <input type="checkbox"/> Debt Service Coverage Ratio is less than 1.1</p>	<p>Does Not Meet Standard: <input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted.</p> <p>Falls Far Below Standard: <input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary.</p>

Guidelines for Target Level and Ratings: Debt Service Coverage Ratio is commonly used as a debt covenant measure across industries. A ratio of 1.10 or greater is industry standard for identifying organizations healthy enough to meet obligations and generate a surplus.

Follow-Up/Additional Information to Request

Measure	Additional Information to Request	Look For
1.a Current Ratio	Monthly financial statements	Monthly current ratio trending upwards
1.b Days Cash	Actual to-date cash flow and cash flow projections through the end of the fiscal year. Monthly financial statements	Increases in unrestricted cash and days cash on hand approaching the target <i>Note: It is important to review the cash flow monthly due to irregular funding streams</i>
1.c Enrollment Variance	Budget revised to reflect lower enrollment Monthly (new) budget variance reports	Budget demonstrates a net surplus and few, if any, variances are present <i>Note: Review that the school has adjusted staffing expenses to align with enrollment</i>
1.d Debt Default	Copies of default-related documents the school received from the lender	Proof that the school is no longer in default, the lender has waived covenants, or the school has a plan to meet the covenants
2.a Total Margin	Revised budget Monthly (new) budget variance report	Budget demonstrates a net surplus and few, if any, variances are present
2.b Debt to Asset Ratio	Action plan and updated budget to increase the school's Net Assets Monthly financial statements	Monthly debt to asset ratio trending upwards Alignment between the action plan, budget, and financial statements
2.c Cash Flow	Actual to-date cash flow and cash flow projections through the end of the fiscal year	Increases in cash balance over the course of the year
2.d Debt Service Coverage Ratio	Revised budget Monthly (new) budget variance report	Budget demonstrates a net surplus such that the debt service coverage ratio is greater than 1.1

Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

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To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

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Kristina Bellamy-McClain

210 S. Hudson

Seattle, Washington 98134

907-830-3226

Email: kbellamymcclain@soaracademies.org

OBJECTIVE To provide quality, focused and exemplary leadership as the CEO and Founding School Director of SOAR Academy, promoting social justice, equity and rigor for all learners.

EDUCATION

University of Alaska Anchorage Anchorage, Alaska
Masters of Education; Educational Leadership
May 2008

Loyola Marymount University Los Angeles, California
Masters of Arts; Elementary Education
May 2004

University of North Carolina at Charlotte Charlotte, North
Bachelors of Science; Criminal Justice Carolina
May 1999

EMPLOYMENT

July '13- Present **Senior Leadership Fellow, Washington State Charter School Association**
Selected through a nationwide search to find exemplary leaders to form the inaugural cohort sponsored by the Washington State Charter Schools Association. As a Leadership Fellow, receives support in navigating the application process to launch SOAR Academy, a high-quality proposed public charter school in Tacoma, WA.

July '11- June '13 **Principal, Seattle Public Schools**
Appointed to Emerson Elementary by Superintendent to lead work at a "turnaround" school (bottom 10% in the state of Washington); Oversaw and lead planning, investment and communication process with State Department of Education to plan, write and implement school reform plan; Oversaw daily operations, to include the development and implementation of safety and supervision plans. Sole administrator tasked with discipline, parent, teacher and student support and relationships, as well as development and implementation of staff professional development, school budget management and oversight, in addition to building capacity and

sustainability systems. Responsible for the restructuring and development of school systems to include: Discipline and Intervention; Multi-Tiered System of Students Support (MTSS or RTI); Additional duties included, but not limited to: Providing support for staff, performs staff evaluations, building and nurturing relationships with all school community stakeholders to include families, staff and community, as well as providing consistent feedback and participation in content specific collaboration meetings (weekly) and planning and execution projects and /or units of study, assisted with management of Professional Learning Communities (PLC's), including school-wide data tracking and data collection ; Served as coordinator to the Associated Student Body (ASB) as an integral part of planning and execution of all ASB sponsored events; Other duties as assigned by the Executive Director and the Superintendent of Seattle Public Schools.

Aug. '10- Assistant Principal, Seattle Public Schools

June '11 Assigned to Denny International Middle School; At the discretion of the principal, assisted with and oversaw daily operations, as well as served as the school lead for student supervision and monitoring plans. Served as Grade Level Administrator (GLA) for the entire 8th grade and 6th grade (last names M-Z): Duties as GLA included, but not limited to: discipline, parent, teacher and student conferencing, attending weekly grade level team meetings to discuss interventions, students of concern and referrals to the schools SAST (Student Academic Support Team); Served as lead department Administrator to the Science, Music, World Language, Physical Education and Special Education departments: Duties included, but not limited to: Provides support for staff, performs staff evaluations, building and nurturing relationships with all department stakeholders to include families, staff and community, as well as providing consistent feedback and participation in content specific collaboration meetings (weekly) and planning and execution of department specific projects and /or units of study, assisted with management of PLC's, including providing department-specific professional development as needed; Served as Administrative liaison to the Associated Student Body (ASB) as an integral part of planning and execution of all ASB sponsored events; Other duties as assigned by the Principal, Executive Director and the Superintendent of Seattle Public Schools.

July '09- Principal, Anchorage School District

July '10 Assigned to Tudor Elementary School (Title 1 School); Is responsible for attending to the needs of staff, students and community. Duties included but not limited to: discipline, conferencing, managing and overseeing the expenditures of general education, Title 1, Stimulus

(ARRA)), School Improvement and NCLB Supplemental Educational Services Budgets; providing support for staff, performing staff evaluations, building and nurturing relationships with families, staff and community, as well as day to day operations. Other duties as assigned by the Superintendent and the Executive Director of Elementary Education.

- July '08-
May '09** **Assistant Principal, Anchorage School District**
Assigned to both Muldoon and Rogers Park Elementary Schools working collaboratively with the building Principal was responsible for attending to the needs of staff, students and community. Duties included but not limited to: discipline, conferencing, providing support for staff, staff evaluations, building and nurturing relationships with families, staff and community and day to day operations. Other duties as assigned by Principal and the Anchorage School District Elementary Education Department.
- Feb. '08-
Mar. '08** **Principal Intern; Anchorage School District**
As a participant in the ASD DEEL Program (Developing Exemplary Educational Leaders) served as an Intern at Tudor Elementary School. Under the supervision of a mentor Principal was responsible for attending to the needs of staff, students and community. Duties included but not limited to: discipline, conferencing, providing support for staff, building and nurturing relationships with families, staff and community and day to day operations. Other duties as assigned by Principal.
- Aug. '05-
May '08** **Teacher, Anchorage School District**
Co-Teacher In Charge; Responsible for teaching Alaska State Standards in a Kindergarten classroom of 20 students; Responsible for assessing and reporting on student achievement in all subject areas. Taught grades 4th ('05-'06) and 4/5 Combo ('06-'07) and Kindergarten ('07-'08).
- Summer
2007** **Teach For America, School Director - Grape Street Elementary School**
Served as principal for a 6 week summer school in inner city Los Angeles, while leading both instruction and operations. Responsible for the development of 53 new-to-profession ,Teach for America Corps Members; Oversaw day to day operations of the summer school program; Developed a team of 8 Institute staff members to maximize their effectiveness; Partnered with district principal and faculty advisors to ensure that our model for instruction met the needs of the student population; Created a culture of excellence within the school community.

- 2002-2005** **Teacher, Lynwood Unified School District**
Grade level chairperson; Responsible for teaching California State Standards in a first grade multi-subject classroom of 20 students; Responsible for assessing and reporting on student achievement in all subject areas; Teacher Representative to the Superintendents Advisory Council
- 2002-2004** **Teach for America Corps; Los Angeles**
Student taught in the Bronx, New York at CES 199 (Shakespeare School) as a member of a highly competitively sought national corps dedicated to eliminating the educational divide, and providing students across the nation with access to quality education and educators by placing highly trained teachers in urban and rural school districts across the country.
- 2000-2002** **Community School Coordinator, Anchorage School District**
Developed and implemented strategic plans for ASD Community Education Department to ensure program sustainability; Implemented 21st Century Community Learning Centers grant through the effective marketing of community education and resources; submitted quarterly reports with budget projections, facility usage reports and adherence to grant specifications; plan programs and implemented them to meet grant specifications; supervised 10-20 member staff and scheduled school facility use with the community; coordinated and oversaw numerous successful community sponsored and family events; recruited volunteers and council members.

COMPUTER SKILLS

Microsoft Office Applications, Quick Books, Excel, Quicken, AppleWorks Applications

LEADERSHIP AND PROFESSIONAL AFFILIATIONS/Awards

- Southeast Representative; Principals' Association of Seattle Schools
- Negotiations Team Member 2012-2013; Principals' Association of Seattle Schools
- President; Santa's Castle Joint Base Lewis-McChord; Fort Lewis, WA
- Executive Board Member & Leadership Development Chair 2010-2012; Alpha Kappa Alpha Sorority, Inc. – Delta Upsilon Omega Chapter; Seattle, WA
- Past Board Member (Vice President and Charter Member), Anchorage Urban League of Young Professionals

- Member, National Association of Elementary School Principals;
- 2006 "Alaska's Top 40 Under 40" Recipient
- 2005 Mile High Leadership Award

CERTIFICATIONS

North Carolina Principal's Certification – March 2013

North Carolina Teacher's Certification – March 2013

Washington State Resident Administrative Certificate – May 2013

Alaska Type A Professional Teaching Certification – April 2008

Alaska Type B Principal's Certification – May 2008

CBEST RICA CLAD Teaching Cert. – May 2004

(CA)

Professional Biography

Kristina Bellamy-McClain resides in Washington State with her husband Jimmy, an active duty military service member currently serving in Afghanistan. Born and raised in Anchorage, Alaska, Kristina is a professional educator and small business owner.

Kristina holds Masters Degrees in both Elementary Education and Educational Leadership from Loyola Marymount University in Los Angeles, California and the University of Alaska Anchorage respectively and a Bachelor of Science Degree in Criminal Justice from the University of North Carolina at Charlotte. She is the former Principal of Emerson Elementary in Seattle, WA and Tudor Elementary in Anchorage, AK. Currently, Kristina is a Senior Fellow with the Washington State Charter Schools Association.

Kristina is the owner of "Simply Stunning, LLC", an event planning, modeling/pageant and personal development coaching business. In 2006, she was honored by being named one of "Alaska's Top 40 Under 40" by the Alaska Journal of Commerce and the Anchorage Chamber of Commerce. Kristina currently serves as Co-Director of the Pacific Northwest Coed Pageants an awards program for young ladies ages 3-22, and produces state pageants annually in Alaska, Oregon and Washington. Kristina has coached and trained national, state and local pageant winners in Alaska and Washington.

Kristina has planned and produced several community projects in Alaska and Washington including: Operation Homefront of Washington Military Moms Baby Showers; Anchorage Urban League Young Professionals Leadership Summit and OurTime 2008; Alpha Kappa Alpha Scholarship and Cotillion Ball; AKA Far Western Regional Conferences in Alaska (2004) and Washington state (2011). Kristina volunteers a great deal of her time to many local organizations and is Past-President of Santa's Castle – Joint Base Lewis-McChord and as a former corporate event planner for Operation Homefront of Washington (2010-2012). In addition, Kristina is very proud of her 13 years of dedicated service to Alpha Kappa Alpha Sorority, Inc.

UNITED STATES OF AMERICA

The State of



Washington

Secretary of State

I, KIM WYMAN, Secretary of State of the State of Washington and custodian of its seal, hereby issue this

CERTIFICATE OF INCORPORATION

to

SOAR ACADEMIES

a/an WA Non-Profit Corporation. Charter documents are effective on the date indicated below.

Date: 11/6/2013

UBI Number: 603-347-597



Given under my hand and the Seal of the State of Washington at Olympia, the State Capital

Kim Wyman, Secretary of State

Date Issued: 11/8/2013



ASHLEY RAYMOND
LAW FIRM

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

November 21, 2013

Re: SOAR Academies, EIN 46-4081539
Form 1023 and Attachments

To Whom It May Concern:

Enclosed you will find Form 1023 and attachments for SOAR Academies, EIN 46-4081539. Here is some preliminary information about SOAR Academies to assist you in processing its Form 1023.

SOAR Academies ("SOAR") has submitted its application for approval as a Washington State public charter school. As a charter school, it will be operated by a board of directors of a nonprofit organization and will qualify for public funding from the State of Washington. In order to be approved as a Washington State Charter School, SOAR is required to provide proof that it has submitted its application for 501(c)(3) status to the IRS.

SOAR plans to begin operations for the school year 2015-2016. The charter school application is enclosed, which provides the school's anticipated student enrollment figures and a detailed description of the curriculum.

The school will not engage a management company. It will be operated by a non-profit board consisting of between 3 and 15 board members, none of whom will be compensated for their service as directors of the board. Qualifications of each of the board members have been provided in the enclosed materials. In order to obtain a charter under Washington State law, SOAR must be a 501(c)(3) entity.

The board meetings will be held at least monthly and will be open to the general public. Advisory committees will be formed in order to provide feedback and advocacy to the board of directors. You will also see that the Board has adopted a conflict of interest policy.

Please feel free to contact me via the contact information above with any questions you may have regarding SOAR Academies' Form 1023. Thank you.

Best Regards,

A handwritten signature in black ink that reads "Ashley Raymond". The signature is written in a cursive, flowing style.

Ashley Raymond

Cc: Kristina Bellamy-McClain

Form 1023 Checklist

(Revised June 2006)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note. Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

- Assemble the application and materials in this order:
- Form 1023 Checklist
 - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
 - Form 8821, *Tax Information Authorization* (if filing)
 - Expedite request (if requesting)
 - Application (Form 1023 and Schedules A through H, as required)
 - Articles of organization
 - Amendments to articles of organization in chronological order
 - Bylaws or other rules of operation and amendments
 - Documentation of nondiscriminatory policy for schools, as required by Schedule B
 - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
 - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.
- User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.
- Employer Identification Number (EIN)
- Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
- You must provide specific details about your past, present, and planned activities.
 - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
 - Describe your purposes and proposed activities in specific easily understood terms.
 - Financial information should correspond with proposed activities.
- Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.
- | | | | |
|------------|--|------------|----------------|
| Schedule A | Yes ___ No ___ | Schedule E | Yes ___ No ___ |
| Schedule B | Yes <input checked="" type="checkbox"/> No ___ | Schedule F | Yes ___ No ___ |
| Schedule C | Yes ___ No ___ | Schedule G | Yes ___ No ___ |
| Schedule D | Yes ___ No ___ | Schedule H | Yes ___ No ___ |

An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.

- Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) _____
- Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law _____

Signature of an officer, director, trustee, or other official who is authorized to sign the application.

- Signature at Part XI of Form 1023.

Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011

A new interactive version of Form 1023 is available at www.irs.gov. It includes prerequisite questions, auto-calculated fields, help buttons and links to relevant information.

Form **1023**
(Rev. June 2006)
Department of the Treasury
Internal Revenue Service

**Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code**

(00) OMB No. 1545-0056

Note: If exempt status is approved, this application will be open for public inspection.

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document) SOAR Academies		2 c/o Name (if applicable) Kristina Bellamy-McClain	
3 Mailing address (Number and street) (see instructions) 210 South Hudson Street		Room/Suite	4 Employer Identification Number (EIN) 46-4081539
City or town, state or country, and ZIP + 4 Seattle, WA 98134		5 Month the annual accounting period ends (01 - 12) 06	
6 Primary contact (officer, director, trustee, or authorized representative) a Name: Ashley Raymond		b Phone: 425-496-7495	c Fax: (optional) 425-523-3984
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9a Organization's website: http://soaracademies.org			
b Organization's email: (optional)			
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY)		11 / 06 / 2013	
12 Were you formed under the laws of a foreign country? If "Yes," state the country.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

For Paperwork Reduction Act Notice, see page 24 of the instructions.

Cat. No. 17133K

Form **1023** (Rev. 6-2006)

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1 Are you a corporation? If "Yes," attach a copy of your articles of incorporation showing certification of filing with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. Yes No
- 2 Are you a limited liability company (LLC)? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. Yes No
- 3 Are you an unincorporated association? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. Yes No
- 4a Are you a trust? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. Yes No
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. Yes No
- 5 Have you adopted bylaws? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. Yes No

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): Page 1, Article IV
- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- 2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. Page 3, Article VIII
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state:

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past*, *present*, and *planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

- 1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual compensation, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Kristina Bellamy-McClain	CEO/Ex Officio Director	210 South Hudson Street Seattle, WA 98134	\$100,000
Amy Barnes	Director	210 South Hudson Street Seattle, WA 98134	\$0
Carmela Dellino	Director	210 South Hudson Street Seattle, WA 98134	\$0
Dr. Thelma Jackson	Director	210 South Hudson Street Seattle, WA 98134	\$0
George Meng	Director	210 South Hudson Street Seattle, WA 98134	\$0

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
To Be Determined	Teachers	210 South Hudson Street Seattle, WA 98134	\$58,000

c List the names, names of businesses, and mailing addresses of your five highest compensated independent contractors that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
EdTec	Back office services	1410A 62nd St. Emeryville, CA 94608	\$60,000
Food Service Provider	Food Service	To Be Determined	\$112,632

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

- 2a Are any of your officers, directors, or trustees related to each other through family or business relationships? If "Yes," identify the individuals and explain the relationship. Yes No
- b Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. Yes No
- c Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. Yes No

- 3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.
- b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through common control? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. Yes No

- 4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.
 - a Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? Yes No
 - b Do you or will you approve compensation arrangements in advance of paying compensation? Yes No
 - c Do you or will you document in writing the date and terms of approved compensation arrangements? Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- d Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? Yes No
- e Do you or will you approve compensation arrangements based on information about compensation paid by similarly situated taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- f Do you or will you record in writing both the information on which you relied to base your decision and its source? Yes No
- g If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is reasonable for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.
-
- 5a Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. Yes No
- b What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
- c What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?
- Note: A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.
-
- 6a Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- b Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
-
- 7a Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine that you pay no more than fair market value. Attach copies of any written contracts or other agreements relating to such purchases. Yes No
- b Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. Yes No
-
- 8a Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. Yes No
- b Describe any written or oral arrangements that you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine you pay no more than fair market value or you are paid at least fair market value.
- f Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.
-
- 9a Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b Describe any written or oral arrangements you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. Yes No
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. Yes No
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. Yes No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. Yes No

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1 Are you a successor to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. Yes No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. Yes No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1 Do you support or oppose candidates in political campaigns in any way? If "Yes," explain. Yes No
- 2a Do you attempt to influence legislation? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. Yes No
- b Have you made or are you making an election to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. Yes No
- 3a Do you or will you operate bingo or gaming activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Yes No
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such arrangements. Yes No
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

- 4a Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) Yes No
- | | |
|---|--|
| <input checked="" type="checkbox"/> mail solicitations | <input type="checkbox"/> phone solicitations |
| <input checked="" type="checkbox"/> email solicitations | <input checked="" type="checkbox"/> accept donations on your website |
| <input type="checkbox"/> personal solicitations | <input type="checkbox"/> receive donations from another organization's website |
| <input type="checkbox"/> vehicle, boat, plane, or similar donations | <input checked="" type="checkbox"/> government grant solicitations |
| <input checked="" type="checkbox"/> foundation grant solicitations | <input checked="" type="checkbox"/> Other |
- Attach a description of each fundraising program.
- b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. Yes No
- c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. Yes No
- d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.
- e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. Yes No
-
- 5 Are you **affiliated** with a governmental unit? If "Yes," explain. Yes No
- 6a Do you or will you engage in **economic development**? If "Yes," describe your program. Yes No
- b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.
-
- 7a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. Yes No
- b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. Yes No
- c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.
-
- 8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. Yes No
-
- 9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. Yes No
- b Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). Yes No
- c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). Yes No
- d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). Yes No
-
- 10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. Yes No

Part VIII Your Specific Activities (Continued)

- 11 Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. Yes No
-
- 12a Do you or will you operate in a foreign country or countries? If "Yes," answer lines 12b through 12d. If "No," go to line 13a. Yes No
- b Name the foreign countries and regions within the countries in which you operate.
- c Describe your operations in each country and region in which you operate.
- d Describe how your operations in each country and region further your exempt purposes.
-
- 13a Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. Yes No
- b Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. Yes No
- d Identify each recipient organization and any relationship between you and the recipient organization.
- e Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f Describe your selection process, including whether you do any of the following:
- (i) Do you require an application form? If "Yes," attach a copy of the form. Yes No
- (ii) Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. Yes No
- g Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
-
- 14a Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. Yes No
- b Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. Yes No
- d Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. Yes No
- e Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. Yes No
- f Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. Yes No

Part VIII Your Specific Activities (Continued)

- | | | | |
|----|--|---|--|
| 15 | Do you have a close connection with any organizations? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 16 | Are you applying for exemption as a cooperative hospital service organization under section 501(e)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 17 | Are you applying for exemption as a cooperative service organization of operating educational organizations under section 501(f)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 18 | Are you applying for exemption as a charitable risk pool under section 501(n)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 19 | Do you or will you operate a school ? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20 | Is your main function to provide hospital or medical care ? If "Yes," complete Schedule C. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 21 | Do you or will you provide low-income housing or housing for the elderly or handicapped? If "Yes," complete Schedule F. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 22 | Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

	Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			(e) Provide Total for (a) through (d)
		(a) From To	(b) From To	(c) From To	(d) From To	
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	Please	see attachment			
	2 Membership fees received					
	3 Gross investment income					
	4 Net unrelated business income					
	5 Taxes levied for your benefit					
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)					
	7 Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list)					
	8 Total of lines 1 through 7					
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)					
	10 Total of lines 8 and 9					
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)					
	12 Unusual grants					
	13 Total Revenue Add lines 10 through 12					
Expenses	14 Fundraising expenses					
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)					
	16 Disbursements to or for the benefit of members (attach an itemized list)					
	17 Compensation of officers, directors, and trustees					
	18 Other salaries and wages					
	19 Interest expense					
	20 Occupancy (rent, utilities, etc.)					
	21 Depreciation and depletion					
	22 Professional fees					
	23 Any expense not otherwise classified, such as program services (attach itemized list)					
	24 Total Expenses Add lines 14 through 23					

Part IX Financial Data (Continued)

B. Balance Sheet (for your most recently completed tax year)

		Year End:
		(Whole dollars)
Assets		
1	Cash	1
2	Accounts receivable, net	2
3	Inventories	3
4	Bonds and notes receivable (attach an itemized list)	4
5	Corporate stocks (attach an itemized list)	5
6	Loans receivable (attach an itemized list)	6
7	Other investments (attach an itemized list)	7
8	Depreciable and depletable assets (attach an itemized list)	8
9	Land	9
10	Other assets (attach an itemized list)	10
11	Total Assets (add lines 1 through 10)	11
Liabilities		
12	Accounts payable	12
13	Contributions, gifts, grants, etc. payable	13
14	Mortgages and notes payable (attach an itemized list)	14
15	Other liabilities (attach an itemized list)	15
16	Total Liabilities (add lines 12 through 15)	16
Fund Balances or Net Assets		
17	Total fund balances or net assets	17
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain. n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

- 1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. Yes No
- b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.
- 2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. Yes No
- 3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. Yes No
- 4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? Yes No
- 5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.
 The organization is not a private foundation because it is:
 - a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.
 - b 509(a)(1) and 170(b)(1)(A)(ii)—a school. Complete and attach Schedule B.
 - c 509(a)(1) and 170(b)(1)(A)(iii)—a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.
 - d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D.

Part X Public Charity Status (Continued)

- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status.

6 If you checked box g, h, or i in question 5 above, you must request either an advance or a definitive ruling by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

a Request for Advance Ruling: By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, Extending the Tax Assessment Period, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at www.irs.gov or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

(Signature of Officer, Director, Trustee, or other authorized official)

(Type or print name of signer)

(Date)

(Type or print title or authority of signer)

For IRS Use Only

IRS Director, Exempt Organizations

(Date)

b Request for Definitive Ruling: Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii).

(i) (a) Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses.

(b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box.

(ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each disqualified person. If the answer is "None," check this box.

(b) For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box.

7 Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. Yes No

Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$750. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$300. See instructions for Part XI, for a definition of gross receipts over a 4-year period. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? Yes No
 If "Yes," check the box on line 2 and enclose a user fee payment of \$300 (Subject to change—see above).
 If "No," check the box on line 3 and enclose a user fee payment of \$750 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$300 (Subject to change).
- 3 Check the box if you have enclosed the user fee payment of \$750 (Subject to change).

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here

Ashley Raymond
(Signature of Officer, Director, Trustee, or other authorized official)

Ashley Raymond 11/20/2013
(Type or print name of signer) (Date)
Authorized Representative
(Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Form 1023 (Rev. 6-2006)

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

1a Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. [X] Yes [] No

b Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. [X] Yes [] No

2a Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. [] Yes [X] No

b Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. [X] Yes [] No

3 In what public school district, county, and state are you located?

4 Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? [] Yes [] No

5 Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. [] Yes [] No

6 Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. [] Yes [] No

7 Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. [] Yes [] No

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

8 Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. [] Yes [] No

Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

Section II Establishment of Racially Nondiscriminatory Policy

Information required by Revenue Procedure 75-50.

1 Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. [] Yes [] No

2 Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? [] Yes [] No

a If "Yes," attach a representative sample of each document.

b If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement. []

3 Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. [] Yes [] No

4 Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. [] Yes [] No

CHARTER SCHOOLS PROGRAM ASSURANCES

NON-SEA APPLICANTS FOR PLANNING, PROGRAM DESIGN, AND IMPLEMENTATION

- (a) Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.
- (b) As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:
- (c) All items described in the application requirements;
- (d) An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;
- (e) An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;
- (f) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
- (g) Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;
- (h) A copy of proof of applicant's non-profit status;
- (i) The applicants' DUNS and TIN numbers;
- (j) A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;
- (k) Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

Kristina Bellamy-McClain
NAME OF AUTHORIZED OFFICIAL

CEO / Founder
TITLE


SIGNATURE OF AUTHORIZED OFFICIAL

July 9, 2014
DATE

SOAR Academy
APPLICANT ORGANIZATION

July, 2014
DATE SUBMITTED

**CHARTER SCHOOLS PROGRAM ASSURANCES
ADDITIONAL INFORMATION**

SOAR ACADEMY

**NON-SEA APPLICANTS FOR PLANNING, PROGRAM DESIGN, AND
IMPLEMENTATION**

- (a) Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances:**
- (b) As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:**
- (c) All items described in the application requirements;**

All Application Requirements and Selection Criteria are met and provided herein.

- (d) An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;**

SOAR Academy will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;

- (e) An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;**

SOAR Academy will cooperate with the Secretary in evaluating the program assisted under this subpart.

- (f) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;**

SOAR Academy is considered a local educational agency (LEA) under Washington State law. SOAR Academy will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.

- (g) Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this**

application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;

SOAR Academy is an approved charter school in Washington State, approved to open in the fall of 2015 in Tacoma, WA. SOAR Academy's charter school application was approved January 30, 2014 and received certification by the State of Washington in February 2014. Please see the charter school contract included herein to support this assurance.

(h) A copy of proof of applicant's non-profit status;

SOAR Academy was incorporated as a non-profit organization in Washington State on November 6, 2013. SOAR has applied to the federal government for tax-exempt status on November 20, 2013. Documentation

(i) The applicants' DUNS and TIN numbers;

DUNS: 079365658

TIN: 46-408153

(j) A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;

SOAR Academy, at the time of this application, has neither been granted nor received federal funding.

(k) Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

SOAR Academy has not asked for any such waivers.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

SOAR Academy – DOE CSP 2014 – Budget Narrative

PERSONNEL

SOAR will hire a Dean of Academics for K-4 for Years 1, 2 and 3. These costs become sustainable on the per pupil allocation in Year 4. The annual salary is \$65,000 per year.

SOAR will hire a Dance teacher to instruct the Arts portion of the program. This position will be .5 FTE in Year 2 (\$25,000) and .8FTE I Year 3 (\$40,000). This position becomes sustainable on per pupil allocation in Year 4.

TOTAL PERSONNEL: YR1: \$65,000 YR2: \$91,300 YR3: \$107,626

FRINGE BENEFITS

Fringe benefits are based on a formula of 28% of full time salary costs and 10% of part-time (Dance Instructor YR2) salary costs.

FULL-TIME: YR1: \$18,200 YR2: \$18,564 YR3: \$18,935.28
PART-TIME: YR2: \$2,500 YR3: \$11,200

TOTAL BENEFITS: YR1: \$18,200 YR2: \$21,064 YR3: \$30,135.28

TRAVEL

In Year 1 the CEO, Dean of Academics, Board Chair and 1 additional Board Member will travel to the National Charter School Conference. This trip is important to assist the team in learning about the most recent happenings in the charter movement across the country. Because the eco-system is still emerging in Washington State, this professional development opportunity will prove invaluable for networking and exploring best practice in charter education.

In Year 1, the CEO, Dean of Academics and 2 Board Members will attend the Washington State Charter Schools Conference. This conference will allow SOAR to learn about and network with other charter school teams from around the state. In Years 2 , the CEO, and 2 staff members will attend.

During the execution of duties, the CEO must make several trips across the state to recruit staff, attract, support and interest as well as market SOAR Academy. Local Mileage will be reimbursed at a rate of \$.56 cents per mile (IRS 2014 rate for Business). In Years 1, 2 & 3 the rate will be 200 miles per week.

AIRFARE: YR1: \$1650 YR2: \$550 YR3:
LODGING: YR1: \$5,376 YR2: \$1,600 YR3:
LOCAL TRAVEL: YR1: \$4,480 YR2: \$5,846 YR3:

TOTAL TRAVEL: YR1: \$11,506 YR2: \$7,996 YR3: \$7,996

EQUIPMENT

TECHNOLOGY:

In Year 1 SOAR laptops with monitors for the CEO & Dean of Academics (\$3000 each) = \$6000). Desktop computer will be purchased for main office personnel (\$2,000). Additionally, SOAR will purchase to moving computer carts for students access beginning the first day of school. SOAR intended to use Google Chrome books which are currently priced up to \$325 per device. 60 computers will be purchased (\$27,500)

In Years 2 & 3 SOAR will purchase new staff laptops (YR2 = 6; YR3 = 4)to accommodate the new staff coming on board (\$1,000 each).

TECHNOLOGY: YR1: \$35,500 YR2: \$6,000 YR3: \$4,000

TOTAL EQUIPMENT: YR1: \$35,500 YR2: \$6,000 YR3: \$6,000

CONTRACTUAL

CURRICULUM DESIGN:

In Year 1 – The Dean of Academics and CEO will convene two design teams of educators to write and adopt SOAR’s curriculum. There will be up to six (6) contractors for CORE CURRICULAR Design paid a stipend of \$5,000 for work completed Sept 2014-May 2015. Two (2) dance teachers will be contracted \$5,000 for work completed Set. 2014-May 2015 to write SOAR’s

BACK OFFICE SERVICES:

In Year 1, EdTec services will be contracted (January 1, 2015-June 30) at a rate of \$1500 per month for 6 months (January 1, 2022. After Year 1, EdTec Services are covered through per pupil allocation.

CULTRUALLY RESPONSIVE COACHING:

In Year 2 and Year 3 a consultant will be hired to provide training to SOAR staff on culturally-responsive pedegogy and teaching strategies. Each year estimated at 60 hours at the cost of \$100 per hour.

INSTRUCTIONAL COACHING:

In Years 2 &3 SOAR will contract an instructional coach to spend 150 hours with SOAR coaching teachers and Leadership. The rate is \$100 per hour.

CURRICULAR DESIGN: YR1: \$40,000 YR2: \$0 YR3: \$0

EDTEC: YR1: \$9,000 YR2: \$57,900 YR3: \$0

CULTURAL RESOPNSIVENESS:

	YR1: \$0	YR2: \$6,000	YR3: \$6,000
INSTRUCTIONAL COACHING:	YR1: \$0	YR2: \$15,000	YR3: \$15,000

TOTAL CONTRACTS:	YR1: \$49,000	YR2: \$78,900	YR3: \$6,000
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OTHER:

CONFERENCE REGISTRATION

In Year 1 the CEO, Dean of Academics, 1 Board Member will travel to the National Charter School Conference. In Years 2 &3 the CEO will attend. This trip is important to assist the team in learning about the most recent happenings in the charter movement across the country. Because the eco-system is still emerging in Washington State, this professional development opportunity will prove invaluable for networking and exploring best practice in charter education. Conference registration is \$600 per person.

In Year 1, 2 &3 the CEO, Dean of Academics and 2 Board Members will attend the Washington State Charter Schools Conference. This conference will allow SOAR to learn about and network with other charter school teams from around the state. In Years 2 and 3, the CEO, and 2 staff members will attend, As members of the organization, registration is \$200 per person.

Curriculum purchases estimated at \$110 per student include consumable curricular materials and site licenses etc. These costs adjust each year for the new grade level

REGISTRATION:	YR1: \$2,600	YR2: \$800	YR3: \$800
CURRICULUM:	YR1: \$16,940	YR2: \$22,440	YR3: \$27,940
TOTAL OTHER:	YR1: \$19,540	YR2: \$23,240	YR3: \$28,740

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

SOAR Academies

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	65,000.00	91,300.00	107,626.00			263,926.00
2. Fringe Benefits	18,200.00	21,165.00	30,135.00			69,500.00
3. Travel	11,506.00	7,996.00				19,502.00
4. Equipment	35,500.00	6,000.00	4,000.00			45,500.00
5. Supplies	24,000.00					24,000.00
6. Contractual	49,000.00	78,900.00	21,000.00			148,900.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	19,540.00	23,240.00	28,740.00			71,520.00
9. Total Direct Costs (lines 1-8)	222,746.00	228,601.00	191,501.00			642,848.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	222,746.00	228,601.00	191,501.00			642,848.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization SOAR Academies	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Kristina	<input type="text"/>	Bellamy-McClain	<input type="text"/>

Address:

Street1:	210 S. Hudson Street
Street2:	<input type="text"/>
City:	Seattle
County:	<input type="text"/>
State:	WA: Washington
Zip Code:	98134-9998
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
907-830-3226	<input type="text"/>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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