



Washington State Charter School Program (CSP)

Charter School Support Site Visit

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Purpose: Charter School Support Site Visit

The purpose of the required Year 2 Implementation support site visit is to help the school by providing a way for the school to reflect how they are providing assistance through the use of the Charter School Program subgrant and provide ideas for improvement where any challenges are detected. This site visit is for the continued development of the school and preparation for sustainability post-CSP subgrant. By reviewing, the implementation of the CSP subgrant in-person and on-site, questions or uncertainty regarding how key elements will financially be secured post-subgrant can be highlighted before the subgrant is complete.

The review of the support of the CSP subgrant impact in-person and on-site, can help highlight the academic growth and narrowing of achievement gap based upon the subgrant use and how the school may need to adapt its strategy to ensure that growth and narrowing continues post CSP subgrant cycle.

This site visit includes review and accountability of elements under the assigned allowable categories within the CSP subgrant application. This includes the review of all physical items purchased, review of documentation for professional development, and community engagement. Additionally, the site visit includes a classroom observation and the conducting of interviews with the school leader, Chief Financial Officer or COO, and a teacher.

The site visit will evaluate whether all reimbursement expenditures that have been purchased during the tenure of the CSP subgrant are, and continue to be, maintained under the allowable activities definition and are being used in accordance for only school purposes.

The site visit will take place mid-way through the Year 2 Implementation calendar year. This will be a 4-hour visit to the school with documentation review, classroom observations and interviews to take place during this time period.

Purpose of the CSP Grant

The Office of Superintendent of Public Instruction (OSPI) has received a competitive grant under this federal program to carry out the following objectives:

Objective 1: Increase and sustain the number of new, high-quality charter schools in Washington State through sub-grants for planning, program design and implementation.

Objective 2: Increase the number of high-quality charter school seats by enhancing the capacity of charter school leaders and board members at new and existing charter schools.

Objective 3: Increase the quality of the state's charter school authorizer infrastructure through technical assistance, training and access to necessary resources.

The Washington SEA CSP grant offers two types of subgrant awards:

Washington CSP Sub-Grant Awards CSP Grant Period (2016-2019)				
Award Type	Planning and Design	Year 1 Implementation	Year 2 Implementation	Total Possible Funds Awarded per School
Amount	\$200,000 (1 year only)	\$305,000	\$280,000	\$785,000 (Not to exceed \$800,000)

As allowed under the U.S. Federal Guideline Definition – Allowable Categories are as followed:

ALLOWABLE ACTIVITIES:

An eligible applicant receiving a grant or subgrant under this subpart may use the grant or subgrant funds only for the following:

- (A) post-award planning and design of the educational program, which may include-
 - (i) refinement of the desired educational results and of the methods for measuring progress toward achieving those results; and
 - (ii) professional development of teachers and other staff who will work in the charter school.
- (B) initial implementation of the charter school, which may include—
 - (i) informing the community about the school;
 - (ii) acquiring necessary equipment and educational materials and supplies;
 - (ii) acquiring or developing curriculum materials;
 - (iv) other initial operational costs that cannot be met from State or local sources.

Notes/Request Action:

The CSP Grant Coordinator will write a brief summary to be delivered to designated stakeholders for each school following the Site Visit Review. The summary will outline the support of the Site Visit for the CSP subgrant and will identify any outstanding elements that did not meet satisfactory status. The CSP Grant Coordinator will work closely through Zoom, phone, and e-mail communication with the designated stakeholders to develop and complete a corrective action plan for those elements that did not meet satisfactory status; this will be associated with and correspond to the documentation associated with the Monthly/Quarterly/Year End Progress Reports. These corrective action items will be completed before the final report is finalized and before the closeout of the CSP subgrant, indicating that all elements are complete and in order, and setting the school up for success post-CSP award.

Charter School Support Site Visit

Reviewers: Casey Caronna

Date of Review: _____

School Name:

Authorizer:

Grant contact:

Current/Projected Final Enrollment:

_____/_____

School Leader:

Subgrant Type: _____

Other participants:

Year of CSP: _____

Current Grant Balance: _____

Acceptable Evidence Rating Scale:

3 (Fully Met)	1 (Partially Met)	0 (Did Not Meet)	N/A (Not Applicable)
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Assurances (must be confirmed)

Compliance – Standard Indicator	Acceptable Evidence	Rating	Notes / Requested Action
The school is on target to meet grant goals: <ul style="list-style-type: none"> • <i>Goal 1:</i> • <i>Goal 2:</i> • <i>Goal 3:</i> 	<ul style="list-style-type: none"> • Communication Matches New School Application / CSP application and Progress Reports 	_____ _____ _____	
The educational program observed matches the grant application description.	<ul style="list-style-type: none"> • Approved Signed Charter Contract 		
Goals articulated in interviews with the school leader/CFO/COO and teacher match goals described in the subgrant application. If the goals have been modified, are revisions appropriate?	<ul style="list-style-type: none"> • Interview Notes • Any Modified Goal Documentation 		
The school can demonstrate improved student academic achievement for all student groups.	<ul style="list-style-type: none"> • Student Achievement Data 		

<p>The school can demonstrate that professional development activities described in the subgrant are occurring as planned.</p>	<ul style="list-style-type: none"> • Documentation of PD through schedules, • training • materials, • webinars etc. 		
<p>The interview with the school leader demonstrates that the school understands its contractual agreement with the authorizer as it relates to serving students with special needs (Special Ed, ELL & Highly Capable)</p>	<ul style="list-style-type: none"> • School Leader verbally identifies components of contractual agreement with authorizer 		
<p>The school employs at least one Special Ed certified teacher.</p>	<ul style="list-style-type: none"> • Payroll / Hiring Documentation 		
<p>The lottery process is consistent with the policy included in the subgrant application and the approved waiver.</p>	<ul style="list-style-type: none"> • The Lottery Policy, • Lottery Policy public dissemination (printed and online) 		
<p>Community members are routinely notified about the charter school and openings for enrollment.</p>	<ul style="list-style-type: none"> • Newsletters, • digital communication • Phone records • Event records 		
<p>The governance structure described in the grant application matches what is observed in the school?</p>	<ul style="list-style-type: none"> • Governance structure materials/policy provided 		
<p>The school can identify assets purchased with CSP subgrant funds. Assets purchased with grant funds are utilized appropriately. Including the description of the item, source (where purchased), title, cost, acquisition date, location, use and condition.</p>	<ul style="list-style-type: none"> • Inventory list of items purchased with CSP funds. • Location and condition of items observed 		
<p>The school spent grant funds according to approved budget.</p>	<ul style="list-style-type: none"> • Inventory list of items match CSP Monthly Expenditure Reports 		
<p>The school is aware of the process to revise its budget.</p>	<ul style="list-style-type: none"> • Interview identifies revised budget process knowledge 		

In schools utilizing an Educational Service Provider, ESP staff do not exercise control over expenditure of grant funds.	<ul style="list-style-type: none"> Budget Control Policy Documentation 		
Grant funds are being disbursed to contractors/vendors according to EDGAR timelines.	<ul style="list-style-type: none"> Budget Distribution Documentation 		
The school is aware that funds need to be drawn down in a timely manner and is on track to encumber or spend funds by September 30.	<ul style="list-style-type: none"> Interview with CFO/COO Identifies knowledge of Draw Down of Funds 		
The school is aware of the CSP site visit and that a final report will be completed prior to the end of the grant period.	<ul style="list-style-type: none"> E-mail communication verification of Site-Visit and Final Report 		

Assurances (must be confirmed)

Indicator / observations – Assessments / Records / Policies / Compliance	Acceptable Evidence	Rating	Notes / Requested Action
Participates in state assessment and performance system.	<ul style="list-style-type: none"> Evidence of State Testing schedule sample exam instructions 		
Complies with nondiscrimination laws.	<ul style="list-style-type: none"> Policy on nondiscrimination laws 		
Adequate accounting records are maintained.	<ul style="list-style-type: none"> Accounting Records Provided 		
The school is maintaining an inventory of grant-purchased assets.	<ul style="list-style-type: none"> Inventory of Grant Purchased Assets. All purchases, with appropriate and detailed documentation, match the approved budget or budget amendment narratives 		
An Independent Annual Audit was completed & one is scheduled for next year. Date completed following Year 1: Date scheduled following Year 2:	<ul style="list-style-type: none"> Annual Audit Completion Date Schedule Date Documentation 		
Conflicts of interest policies are in place for: <ul style="list-style-type: none"> Board Financial Management Employees 	<ul style="list-style-type: none"> Approved conflict of interest policy No conflicts noted in board minutes, or board 		

	<ul style="list-style-type: none"> minutes clearly show when any board members abstain from voting Conflict of interest forms 		
The school has a process determined for the disposition of assets including a process for the disposition of assets in the event of a closure.	<ul style="list-style-type: none"> Disposition of assets process Evidence of compliance with disposition process if federally funded equipment is disposed 		
The grantee has a policy for the timely and orderly transfer of student records in the event of a transfer or school closure.	<ul style="list-style-type: none"> Transfer of student records policy in the event of school closure 		
The grantee has a student records policy	<ul style="list-style-type: none"> Student records policy, staff knowledge of records transfer, example of student records transfer 		
The school is participating fully in federal and state funded charter school evaluations	<ul style="list-style-type: none"> Federal and/or state funded charter school evaluations are provided 		
The school has fully cooperated with the U.S. Secretary of Education and OSPI in evaluating the program being funded by the CSP subgrant.	<ul style="list-style-type: none"> Board Meeting Notes, Monthly/Quarterly/Yearly Progress Reports, EDS Access 		
The school functions as a local education agency under applicable federal laws and regulations, and is responsible for meeting the requirements of local education agencies and public schools under those federal laws and regulations	<ul style="list-style-type: none"> LEA identification policy following all federal laws and regulations 		
The school adheres to generally accepted accounting principles and is subject to financial examinations and audits as determined by the State Auditor, including annual audits for legal and fiscal compliance.	<ul style="list-style-type: none"> Accounting and Audit Policy Documentation, including annual legal and fiscal compliance 		

Assurances (must be confirmed)

Indicator / Observation – Goals and Professional Development	Acceptable Evidence	Rating	Notes / Requested Action
The school's initial investment of CSP subgrant in planning for the desired educational results are evident in coursework/administrative policies.	<ul style="list-style-type: none"> Lesson plan student work examples administrative policy documentation 		
Methods designed for progress towards achieving original desired planned educational goals are in place and reviewed periodically.	<ul style="list-style-type: none"> Schedule Outline of Professional Development addressing educational goals and review 		

Professional Development for teachers and staff members is evident through implementation work within classroom/administrative environment.	<ul style="list-style-type: none"> • PD schedules, • topics, • implementation curriculum/administrative policy documentation 		
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Assurances (must be confirmed)

Indicator / Observation – Community Informed and Classroom Curriculum/ Equipment	Acceptable Evidence	Rating	Notes / Requested Action
The community has been informed periodically about the school and CSP funds used for this purpose are evident.	<ul style="list-style-type: none"> • Community documentation • newsletters • digital media • community events notifications 		
If applicable, show evidence that CSP funds used for salaries and related benefits match the individual(s) identified within the expenditure reports.	<ul style="list-style-type: none"> • Payroll distribution history • Timesheets, Personnel activity reports and semi-annual certifications 		
The necessary equipment, educational materials and supplies purchased with CSP funds are being used, in good condition and adequate for the size, scope, and financial investment of the school.	<ul style="list-style-type: none"> • Physically review equipment, educational materials and supplies on-site • Photograph evidence of items no longer in use 		
Provide evidence that reimbursements were for expenses approved in the appropriate year that the activities occurred within the allowable activity period, and that those expenses were incurred prior to the submission of the reimbursement request.	<ul style="list-style-type: none"> • Invoices/purchase orders/accounts payable vouchers/receipts/payroll records • Reimbursement requests for expenses from the notification of award date (monthly e-mail communication related to expenditure report) 		
The acquired or developed curriculum materials are evident, on display and used within classroom settings and for lesson plans.	<ul style="list-style-type: none"> • Books • In-Class Equipment • In-Class Technology 		
Other additional allowable purchases with CSP funds that are operational that could not be funded by state or other local sources are evident and clearly in-line with CSP subgrant guidelines.	<ul style="list-style-type: none"> • Evident purchasing document • Communication documentation (email) with CSP Grant Coordinator • Written explanation and justification 		

CSP Subgrant Interviews:

Teacher Interview

Q1: In what way has the CSP subgrant been used to support you in your classroom instruction?

Q2: Have you been involved in any Professional Development connected to CSP subgrant funding over the past 3 years? If so, please indicate how that Professional Development has been beneficial in your teaching?

Q3: Is there any equipment/supplies that have been purchased with the CSP federal subgrant implementation dollars that have directly impacted your classroom instruction? How has this benefited student learning?

Q4: Have you been able to develop or acquire any curriculum materials with CSP funds that have directly benefited your lesson planning or planning units?

Q5: Have you been involved in the promotion or marketing of the school to community members? If so, how have you been involved in this process?

CFO – COO Interview

Q1: As the Year 2 implementation is rapidly coming to a close, what are your goals and objectives in this last six months to spend down your CSP subgrant funds?

Q2: In what way have you effectively communicated to the board and school leader the financial benefit and any limitations in implementing the Charter School Program subgrant funds into the school? Are the community members, all board members and school leader and staff aware of the CSP subgrant funds and their benefit?

Q3: Are there any unresolved financial implementations occurring that have not been addressed at the monthly or quarterly check-in meetings in regards to the CSP subgrant? Any technology challenges that need to be resolved?

Q4: Have changes in School and Demographic data impacted your implementation of the CSP subgrant funds over the past 18 months? If so, how have they changed the use and viability of implementing those funds?

Q5: As the COO/CFO, how have you planned for funding future needs of the school with finances that will no longer be available via the CSP subgrant?

Q6: Are there any concerns over how the completion of the CSP subgrant funds will impact the areas of growth in learning and in narrowing the achievement gap? From a financial perspective, what plan is in place does the school have in order to address these concerns?

Q7: What do future financial pipelines look like post-CSP subgrant funding in order to sustain and grow the academic needs of students and to maintain status as a high-quality charter school in Washington State?

School Leader Interview

Q1: What has been most impactful to the school's planning, implementation, or improvement process this year? What are you doing differently?

Q2: What steps are being taken for the preparation of the completion of the CSP subgrant? How will the school continue to finance CSP activities once the CSP subgrant is complete?

Q3: How has the CSP subgrant helped the school narrow the achievement gap? Which activities of the CSP subgrant have been particularly helpful?

Q4: What (if any) sustainable benefits do you anticipate emerging out of the CSP for your school based upon the implementation of subgrant activities during this current grant cycle?

Q5: If given the opportunity, is there any part of the CSP monitoring and oversight that you would like to see changed or improved on for other Charter School Program subgrant recipients in the future?

Q6: As a school leader, what steps have you taken to ensure that all CSP subgrant activities are being expressed and understood by the school board members?