

BOARD OF EDUCATION

Portland Public Schools

STUDY SESSION**November 5, 2012****Board Auditorium**

Blanchard Education Service Center

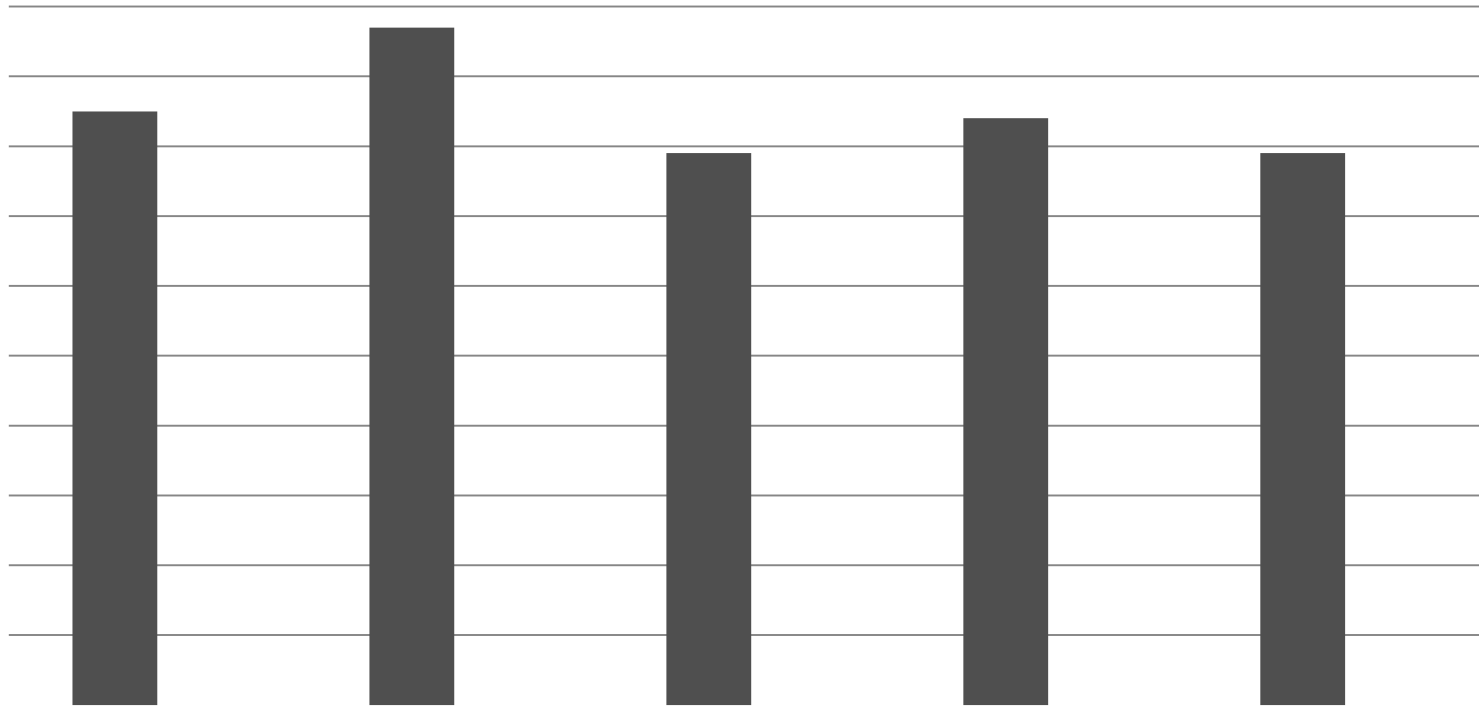
501 North Dixon Street

Portland, Oregon 97227

Note: *Those wishing to speak before the School Board should sign the citizen comment sheet prior to the start of the regular meeting. No additional speakers will be accepted after the sign-in sheet is removed, but citizens are welcome to sign up for the next meeting. While the School Board wants to hear from the public, comments must be limited to three minutes. All citizens must abide by the Board's Rules of Conduct for Board meetings.*

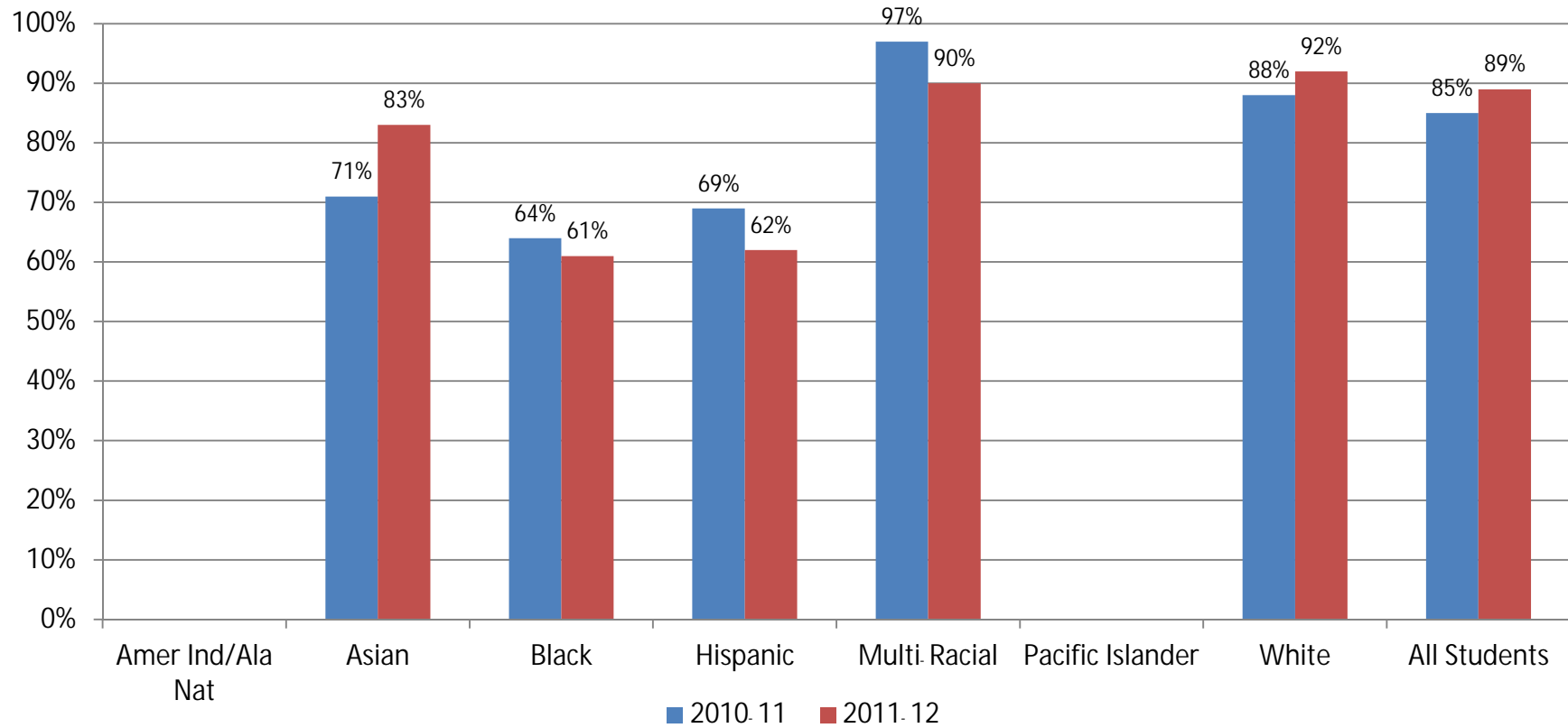
Citizen comment related to an action item on the agenda

Grant Cluster



Grant Cluster

3rd Grade Milestone (Meets/Exceeds)

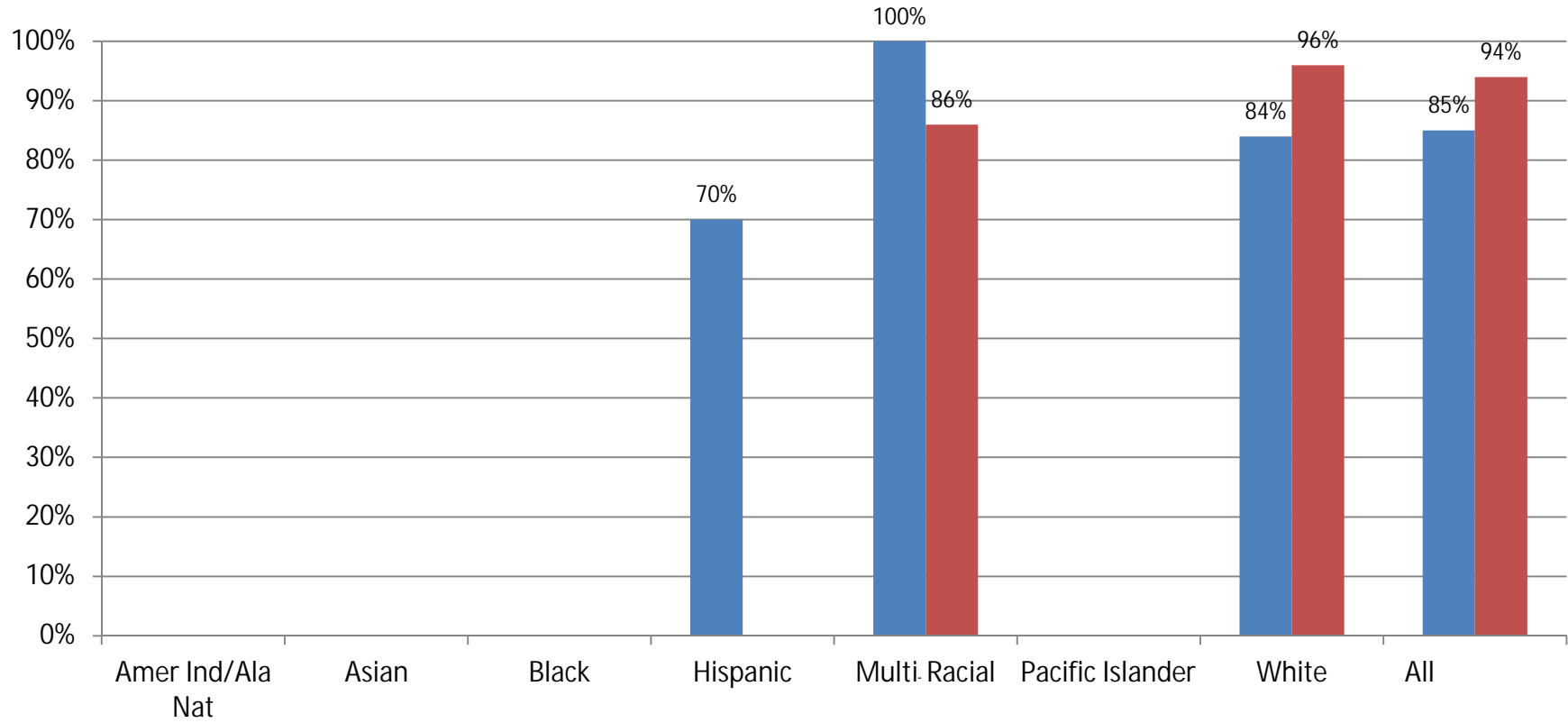


*Missing data means there were fewer than 6 students

Grant

Note: Significant data cleanup occurred with the 2010.11 cohort, which accounts for some of the changes in data for that year.

Alameda E.S.



Address 2732 NE Fremont St		Phone 503-916-6036
Cluster Grant	Feeds To Beaumont	

1. BUDGET AND STAFFING

School Budget Per Student	\$4755
Budget Rank (1-27)	18
Free & Reduced	10.6%
School Receives Title I Funds?	No
Special Education	10.0%
English Language Learners	0.3%
Talented and Gifted	12.5%

Licensed FTE Allocation

Admin Support	4.25
Ratio FTE	28.62
SES FTE	0.32
One Time Adjustments	0.00
Title I	0.00
Foundation/Fee for Service K	4.42
Other Grants	0.00
TOTAL	37.61

2. ENROLLMENT CHARACTERISTICS

Year	K	1	2	3	4	5	TOTAL
2007	121	128	120	114	111	103	697
2008	122	125	130	117	110	113	717
2009	130	134	132	122	118	108	744
2010	125	146	127	136	122	118	774
2011	123	126	142	135	131	125	782

Neighborhood students	704
Students from other neighborhoods	78

Change in Enrollment from 2010 to 2011	+8
Change in Enrollment from 2007 to 2011	+85
Projected Enrollment in 2016 (K-12)	779

Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
1.3%	1.4%	4.2%	0.3%	0.6%	85.8%	6.4%

3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	831	
Attending Alameda	704	85%
Other PPS Neighborhood Schools	54	6%
Special Programs/Focus Options	54	6%
PPS Charter Schools	19	2%
Special Services		0%
Community Based Alternatives		0%

4. EDUCATIONAL PROGRAMS

Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade	
	Reading	Math	Reading	Math
2008-2009	>95%	>95%	93.9%	>95%
2009-2010	>95%	>95%	>95%	>95%
2010-2011	>95%	93.7%	93.2%	88.8%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>

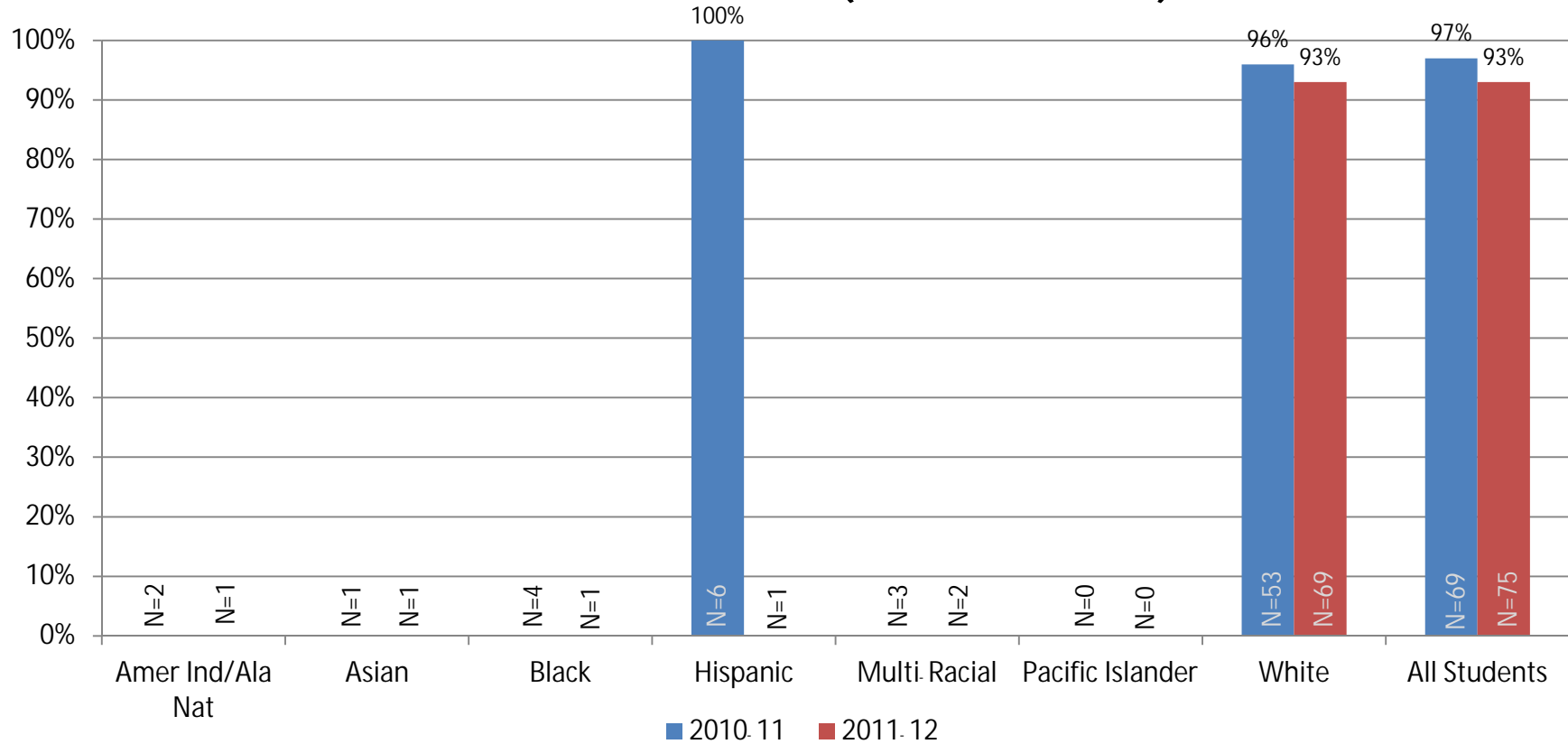
In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

2010-2011	School	Comparable District Average
Highly Qualified Teaching Assignments	100.0%	96.9%
Teacher Experience (Average in years)	12.4	14.1
Substitute Usage (Average in days)	13.9	15.9
Average Daily Attendance	95.3%	94.5%
Average Class Size	27.8	24.6
Stability Index	98.7%	95.2%
Student Expulsions	0.0%	0.0%
Student Suspensions	0.8%	2.3%

October 2011 Enrollment	Number of Classrooms	
782	31	

Beverly Cleary 2 8

3rd Grade Milestone (Meets/Exceeds)



*Missing data means there were fewer than 6 students in the group.

4. EDUCATIONAL PROGRAMS

Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade		8th Grade	
	Reading	Math	Reading	Math	Reading	Math
2008-2009	93.1%	84.2%	92.3%	88.5%	85.5%	86.8%
2009-2010	84.8%	86.4%	>95%	93.8%	87.2%	92.3%
2010-2011	>95%	90.9%	>95%	79.7%	>95%	93.6%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>

In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

5. SCHOOL ENVIRONMENT

2010-2011	School	Comparable District Average
Highly Qualified Teaching Assignments	97.4%	95.1%
Teacher Experience (Average in years)	13.2	13.2
Substitute Usage (Average in days)	15.4	15.5
Average Daily Attendance	95.3%	94.2%
Average Class Size	25.0	22.7
Stability Index	98.2%	93.3%
Student Expulsions	0.0%	0.1%
Student Suspensions	2.8%	6.4%

October 2011 Enrollment	Number of Classrooms	Density Index
674	33	20

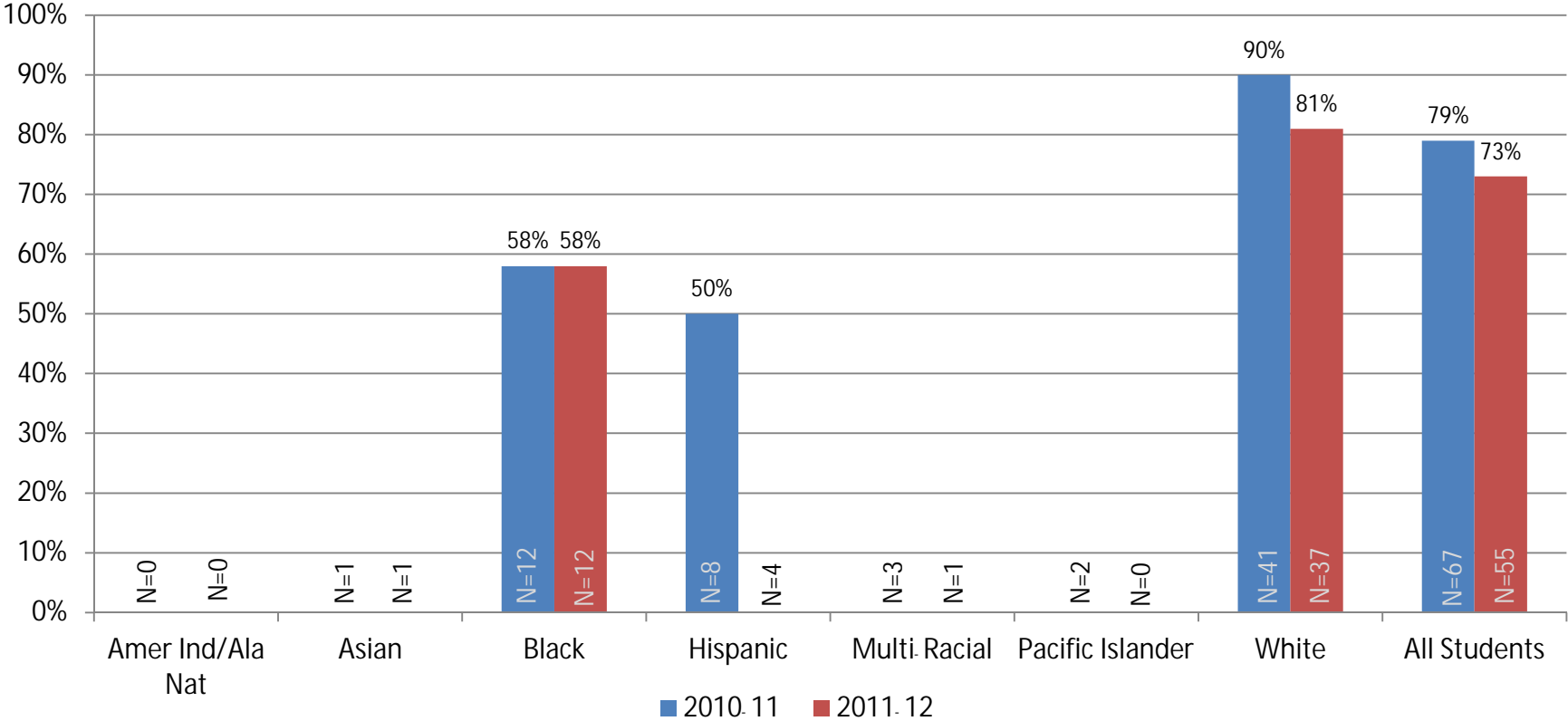
6. ENROLLMENT INDICATORS

Student loss >5% since 2010 AND >15% since 2007?	No
Neighborhood students attending Beverly Cleary below 55%?	No
Building density index below 15 or above 20?	No

7. COMMENTS/ISSUES

Irvington K 5

3rd Grade Milestone (Meets/Exceeds)



*Missing data means there were fewer than 6 students in the group.

Address 1320 NE Brazee St		Phone 503-916-6386
Cluster Grant	Feeds To Grant	

1. BUDGET AND STAFFING

School Budget Per Student	\$5475
Budget Rank (1-33)	15
Free & Reduced	41.0%
School Receives Title I Funds?	No
Special Education	16.8%
English Language Learners	4.3%
Talented and Gifted	11.8%

Licensed FTE Allocation

Admin Support	4.00
Ratio FTE	20.39
SES FTE	0.86
One Time Adjustments	0.00
Title I	0.00
Foundation/Fee for Service K	1.62
Other Grants	0.00
TOTAL	26.87

2. ENROLLMENT CHARACTERISTICS

Year	K	1	2	3	4	5	6	7	8	TOTAL
2007	60	63	68	75	75	85	38	41	0	505
2008	57	63	60	73	70	82	38	23	37	503
2009	49	60	69	72	73	71	51	38	22	505
2010	59	58	55	72	71	69	50	54	41	529
2011	52	61	60	56	63	75	24	38	54	483

Neighborhood students	341
Students from other neighborhoods	142

Change in Enrollment from 2010 to 2011	-46
Change in Enrollment from 2007 to 2011	-22
Projected Enrollment in 2016 (K-12)	454

Racial/Ethnic Background

African American	Asian	Hispanic	Native American			
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4. EDUCATIONAL PROGRAMS

Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade		8th Grade	
	Reading	Math	Reading	Math	Reading	Math
2008-2009	94.8%	85.7%	91.7%	86.9%		
2009-2010	>95%	92.6%	93.8%	91.3%	85.7%	91.4%
2010-2011	>95%	76.7%	>95%	81.0%	>95%	92.2%

For detailed achievement information go <http://www.pps.k12.or.us/depts-c/rne/results/>

In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting or Exceeding"

5. SCHOOL ENVIRONMENT

2010-2011	School	Comparable District Average
Highly Qualified Teaching Assignments	100.0%	95.1%
Teacher Experience (Average in years)	16.5	13.2
Substitute Usage (Average in days)	12.4	15.5
Average Daily Attendance	95.3%	94.2%
Average Class Size	27.1	22.7
Stability Index	97.2%	93.3%
Student Expulsions	0.0%	0.1%
Student Suspensions	1.7%	6.4%

October 2011 Enrollment	Number of Classrooms	Density Index
684	28	24

6. ENROLLMENT INDICATORS

Student loss >5% since 2010 AND >15% since 2007?	No
Neighborhood students attending Laurelhurst below 55%?	No
Building density index below 15 or above 20?	Yes

7. COMMENTS/ISSUES

School made Adequate Yearly Progress in 2010-11.

Transitioned from a K-5 to a K-8 configuration between 2007-08 and 2009-10.

Address 4013 NE 18th Ave	Phone 503-916-6482
Cluster Grant	Feeds To Grant, Beaumont

1. BUDGET AND STAFFING

School Budget Per Student	\$5197
Budget Rank (1-33)	19
Free & Reduced	41.6%
School Receives Title I Funds?	Yes
Special Education	
English Language Learners	
Talented and Gifted	

PPS general purpose grant	\$ 6,017	ODE SSF Update 10/8/2012		
Days in school year	170			
Daily rate	\$ 35.39			
	K	1-8	9-12	Total
Projected Enrollments	0	120	160	280
ADMw calculation				
ADMr	0	120	160	280
18.07% Poverty @.25	0.00	5.42	7.23	12.65
ESL @ .5	0	4	4	8
Teen Parent @1.0	0	0	2	2
Total ADMw	0.00	129.42	173.23	302.65
Proj. SSF Allocation to PPS	-	778,726.16	1,042,312.88	1,821,039.03
Percentage to Schools (ORS)	80%	80%	95%	
Proj. SSF to School	-	\$622,980.93	\$990,197.23	\$1,613,178.16
Proj. SSF Retained by PPS	-	\$155,745.23	\$52,115.64	\$207,860.88

NEXT STEPS / TIMELINE / COMMUNICATION PLAN: The Board will discuss this application at the November 5 study session. The Board will receive the Superintendent's recommendation and will vote at the November 26 regular Board meeting.

QUESTIONS FOR BOARD DISCUSSION:

1. Has the application met statutory criteria for approval?
 2. Would the potential benefit of approving this application outweigh the potential adverse impacts?
 3. Is there demand for this program? Is there a need for this program?
 4. What are the strengths of the application? What are the weaknesses?
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ATTACHMENTS:

1. Application Summary Sheet with Recommendations
2. Updated Staff Review

**READY Public Charter School Application Summary Sheet
October 30, 2012**

ORS 338.055 states that the school district board shall evaluate a proposal in good faith using the following criteria:

- 1. The demonstrated, sustainable support for the public charter school by teachers, parents, students and other community members, including comments received at the public hearing held under subsection (1) of this section**

Does Not Meet: As of October 26, 2012, Applicant has collected Student Interest Forms from 35 students eligible to start school in September 2012. In its updated materials, the Applicant reduced the total number of students it proposes to serve to 280 from 350, capping each grade at 40 students. While the Applicant has made efforts to reach out to various communities with translated materials and attendance at community meetings and events, and while the Applicant provided letters of support from local businesses and neighboring school districts, it has provided insufficient evidence that there is a compelling community demand for this program. Additionally, no community members or parents made statements at the public hearing that would provide evidence of this support.

- 2. The demonstrated financial stability of the public charter school, including the demonstrated ability of the school to have a sound financial management system that is in place at the time the school begins operating and that meets the requirements of ORS 338.095 (1)**

Meets: The Applicant is supported by Portland H

5. The extent to which the proposal addresses the information required in ORS 338.045

Does Not Meet: The review panel scored two sections of this application as “Nearly Meets”, and four sections as “Meets”. The “Nearly Meets” sections are described in detail below:

Mission Statement and Purpose: When asked to provide evidence of an equity or cultural component to its mission, the Applicant responded that it had translated materials into Spanish and Vietnamese, and that it intended “to be friendly and provide an atmosphere of comfort”. READY noted that including “family” and “community” in its mission was representative of diversity within PPS. The review panel did not find this sufficient. Additionally, the Applicant already anticipates a “cultural gap” on its staff, and proposes to address district Milestones and achievement gaps mostly through translated materials and technology, not specific instructional strategies, community-building, or culturally relevant content and instruction.

Support for Learning: The review panel found the proposed standards for behavior to be punitive, and to lack a strengths-based component; additionally, they do not appear to be culturally responsive. The proposed policies for student promotion and retention do not address social or cultural appropriateness – only academic measures.

6. Whether the value of the public charter school is outweighed by any directly identifiable, significant and adverse impact on the quality of the public education of students residing in the school district in which the public charter school will be located

Meets: Given that there is little documented evidence of demand for this charter school, and given the proposed student enrollment of 280 students in grades 6-12, the potential for adverse impact appears to be low. However, the Applicant noted that a significant percentage of its interested survey respondents were from Arleta, so it stopped targeting that neighborhood.

Applicant: READY

Reviewer: Full Panel Combined Review

Background

Oregon's Public Charter School Law was enacted in May 1999. It provides an opportunity for teachers, parents, and community members to "create new, innovative, more flexible ways of educating all children within the public school system." This review will consist of:

- f An overall analysis by each reviewer with general impressions of the application.
- f Each reviewer's analysis of the section(s) of the proposal that are his or her area(s) of expertise.
- f Each reviewer's numerical score of each section of the application and an average of those scores for each category, based on a point rubric of Does Not Meet, Nearly Meets, Meets, or Exceeds.
 - o Exceeds The application addresses the section criteria with responses that adequately demonstrate the applicant's ability to successfully start and operate a charter school. Applicant demonstrates a clear understanding of the requirements of charter schools, as per the Oregon Revised Statutes and Oregon Administrative Rules, PPS Board regarding charter schools, and current PPS strategic vision for school system design. Very little additional information or data is necessary.
 - o Meets: The application addresses the section criteria with responses that adequately demonstrate the applicant's ability to successfully start and operate a charter school, although additional information or data may be necessary.
 - o Nearly Meets The application sufficiently addresses most of the section criteria, but does not provide adequate detail in the responses. Applicant provides some relevant data and/or information, but data or informational points may be missing or flawed.
 - o Does Not Meet: The application does not address section criteria in adequate detail and/or the responses demonstrate the applicant's inability to successfully start and operate a charter school. Applicant provides insufficient data and/or information to support assertions in

4. After its review, the ad hoc staff committee will report to the Portland School Board's Sub-Committee on Charter Schools, which will then consider the charter school application at a public hearing. The Superintendent will consider the ad hoc staff committee's report and information gathered from the public hearing and then make a recommendation to the Sub-Committee. The Sub-Committee will then make its recommendation to the Portland Public Schools Board of Education, which will vote to approve or disapprove the charter school proposal.

The final decision to either recommend or reject the proposal will be based on information gathered throughout the review process.

Applicant: READY
Reviewer: FULL PANEL - UPDATED

- I. General Information: This section should provide the district with essential basic information about the proposal and the capacity of the applicant to start and operate the proposed public charter school, and should provide evidence of a clear demand for this program in the community.

Scoring criteria:

Exceeds The application addresses the section criteria with responses that adequately demonstrate the applicant's ability to success

		No strategy identified for targeting at-risk youth.	translated materials.
Names the legal address, facilities and physical location of the public charter school, if known.	Good outer SE PPS location, established facility This is one of the greatest strengths they have—a facility ready to go and zoned as a school and is ADA-compliant		
Provides a description of proposed admission policies and application procedures.	Plans to hold parent meetings as part of admissions process Clear procedures with a clear definition of siblings, sibling preference, and preference for PPS students.	On page 5 they define students who can continue from the previous year as those who successfully completed the last quarter. Rather than implying a grading or achievement standard, the standard should be that they were enrolled on the last day of school.	

Assures the school's compliance with all

Schooled

for schools.	available.		
Describes the plan to provide for any future space needs.	Expansion into other parts of the existing building noted.		
Provides at least three letters of reference for each person and/or organization listed in Table IV from people familiar with the required educational and organizational experience as Exhibit II.			
Explains why a public charter school was selected as the desired educational option for the grade levels and target population(s). Compares and contrasts the charter school option to other options already available in the district.	Well thought out response Discussion on inclusive, thematic focus as a reason to choose a charter school is very clear and compelling. Noted limited SE options	Not adequately described. Talks about charter schools as more inclusive than alternative schools but does not provide sufficient argument about this option. States that charter schools are “more inclusive”. What is meant by this? Is there evidence to support this? States that this school will enhance the value of the neighborhood. Why and how?	Applicant states: “Alternative and private schools tend to draw a more homogenous group in terms of skills and experiences. Although Charter Schools within PPS typically draw a similar demographic, the intent of the charter statute is for them to be filled with a diverse student population. Applicant notes that READY will have a “diverse student population”. Applicant also submitted a letter of support from the Foster Powell Neighborhood Association, and stated that “living near a high-performing school increases home value prices up to 12%.”
Explains how the data from Tables II, III, and IV provide quantifiable data demonstrating sufficient demand for the proposed charter school from teachers, parents, students and other community members. (Evidence of parent and student support must represent students	Thorough focus on demand and recruiting needs 287 completed surveys; 68 interest forms Evidence of strong outreach – materials in English, Spanish, and Vietnamese.	Of the 63 total families with 6 graders that submitted letters of interest, 13 (or 21%) were PPS students. 60% of the total (38) were letters from families with students in grades other than what this application would serve.	In its written materials, Applicant submitted a list of 97 students that had submitted Student Interest Forms after stating at the hearing that they had demographic data for these students. No demographic data was provided other than cohort years. At the hearing, the Applicant clarified that it had 35 interested students identified for starting in 2013, 11 for

<p>who will be in the grade levels served during the proposed term of the charter.) Provides completed parent/family surveys as Exhibit III. Parent/family surveys must include - at minimum - the number of potential students in each household, where the student(s) attend(s) school currently, and the student's current grade.</p>			<p>2014, and 4 for 2015.</p>
<p>Explains how the potential pools of students in Tables II and III represent the proposed charter school's grade levels and target population(s).</p>	<p>Interesting approach to survey of interest (e.g. asking about areas of education interest to gauge how interest applies to READY)</p>		
<p>Using data from Tables II and III, identifies the names and locations of district schools where enrollment trends may be affected if the proposed charter school opens. Explains how those enrollment trends would be affected.</p>			
<p>Assures the school's compliance with all applicable district policies and administrative directives and procedures, and its cooperation with district staff at all levels.</p>			

			developing each student's strengths with the support and participation of the family and community. We see "family" and "community" as representing the diversity within Portland Public Schools."
<p>Explains how this charter school proposal:</p> <p>i. Will help meet the District's strategic objectives, as measured by the District Milestones Framework .</p> <p>ii. Minimizes barriers to equal access and meets the needs of all students.</p> <p>iii. Reduces the achievement gaps for race and poverty.</p>	Diverse site council	<p>Limited description of connection to PPS milestones.</p> <p>iii. focused mainly on outreach, not instructional strategy</p> <p>Over-emphasis on technology to meet diverse needs of community, language does not feel culturally-competent</p> <p>Applicant describes anticipating a cultural gap? Why? Have teachers already been hired?</p> <p>Except for ezCBM, the specific types of assessments are not described.</p> <p>What specific strategies will be used during I-time?</p> <p>Academic interventions are not specifically defined or described.</p> <p>Does "diversity" refer to race?</p>	<p>Applicant states: "Our goals are to recruit a diverse workforce and a diverse site council to help bridge cultural gaps that may exist. We intend to implement a Professional Development strategy that includes cultural competency training" and notes several texts which will be considered for PD training, including <u>Courageous Conversations About Race</u>.</p> <p>Reviewers note that the Applicant still assumes a non-diverse staff, and could be planning to recruit and hire a culturally diverse staff.</p> <p>In the hearing, Applicant noted that teacher-directed tutoring, breaking assignments into parts, and visuals would be specific instructional strategies used.</p>
Not including individuals involved in the development of the charter school proposal, explains how educators and community members demonstrated and continue to demonstrate sustainable levels of support for the proposed charter school.	50 letters of support	Could show more formalized, sustainable support.	

Total points available = 10

Points given: _____

Overall Rating for this section: _____ Exceeds (9-10) _____ Meets _____ (7-8) Nearly Meets _____ (5-6) Does Not Meet (0-4)

General Comments:

until they are closed.
Proficiencies are directly
correlated to state content
standards.”

Reviewers note that how a
student will “work at gaps”
in proficiency is not well
addressed. There is no
indication that READY
teachers will have specific
training in proficiency
assessment.

- ii. Special Education students,
- iii. Students who are English Language Learners
- iv. Students identified as Talented and Gifted.

Meeting with parents 6 times per year – what will this entail? How will they use the SAP? Details TAG but not SpED or low achieving – is TAG the real focus?

Does not address differentiated

requirements adopted by the State Board of Education and the board of the public charter school.			
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<p>Total points available = 50 Points given: _____ Overall Rating for this section: _____ Exceeds (43-50) ____ Meets (42-35) _____ NearMeets (26-34) _____ Does Not Met (0-25)</p> <p>General Comments:</p>

- IV. Support for Learning: This section of the application should demonstrate a wide variety of supports that a public charter school can offer that will lead to increased student performance. These include plans for parental involvement, community participation, school activities, discipline policies, and staff recruitment and continued professional development. The plans should be broad-based, pro-active, and consistent with the

interventions should they be

			<p>school's staff.</p> <ul style="list-style-type: none"> x The improvement of the school's instructional program. <p>The Special Education Advisory Council will offer informational speakers and provides a forum for networking among parents and professionals addressing issues of concern to the special education community. The Special Education Advisory Council shall not have the authority to override contractual agreements, administrative rules or regulations, or board policy, without the approval of the School Director and the board, respectively.</p>
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Describes the arrangements for any necessary special education and related

<p>identified or selected, provide their names and qualifications.</p> <p>v. Support staff.</p> <p>vi. Others.</p>			
<p>Explains how staff will be qualified to identify and serve special education, ELL, and TAG students. Additionally:</p> <p>i. Provides ELL plan of service as Exhibit VI.</p> <p>ii. Provides plan for serving students that qualify under Section 504 of the Rehabilitation Act of 1973 as Exhibit VII.</p>	Compliant and thorough approach.	The 504 plan does not address 504s – only IEPs.	Applicant provided a plan to address 504 plans.
<p>Explains how professional development needs will be identified and met.</p>	Good individualized approach to PD	Cultural competence and family engagement are described as a need but no supplemental information is provided about how they will go about getting this PD.	Applicant notes that this PD will take place on Wednesday mornings with staff.
<p>Explains how the proposed supports for learning will provide these services for students who attend the proposed charter school:</p> <p>i. Alternative placements for students who are not succeeding.</p> <p>ii. Child nutrition.</p> <p>iii. Co-curricular activities.</p> <p>iv. Counseling.</p> <p>v. Plan for transportation.</p>		<p>Will they participate in Courageous Conversations?</p> <p>The PD needs as a school were not addressed.</p>	
<p>Provides the proposed school's policies and procedures for student promotion and retention as Exhibit VIII.</p>		<p>There is no discussion about what is socially or culturally appropriate – only addresses academic.</p>	

Total points available = 40

Points given: _____

Overall Rating for this section: _____ Exceeds (35-40) _____ Meets (28-34) _____ Nearly Meets (21-27) _____ Does Not Meet (0-20)

General Comments:

V. Accountability: This is a key component of the charter school concept. In return for autonomy and the freedom from many rules and regulations, the charter school is held accountable for the performance of the students and school. At minimum, student and school performance goals should be specific, measurable, and reasonable.

Scoring criteria:

Exceeds The application addresses the section cr

question was answered, but

Better define what “some form of postsecondary education” means if this is to be measured. Goal is stated as actual enrollment; the “measurable” statement is worded as indicating college plans. Actual and planned enrollment are not the same thing.

Graduating ready for work and college could be better defined to make it measurable.

school will ensure that:

- i. Students make Adequate Yearly Progress, as established by the State of Oregon under the No Child Left Behind Act of 2001, toward meeting Oregon Statewide Assessment standards in English/Language Arts, Mathematics, Writing, Science, and attendance at grade 11 (and grades 3-8, if applicable), and how it will meet minimum graduation requirements.
- ii. The charter school's average daily attendance rate will meet or exceed the prior school year's average daily attendance rate of Portland Public Schools for the same grade level(s) as are represented in the charter school.
- iii. The charter school will retain an expected percentage of students, as defined by the school. Describe the expected retention

<p>year. (For the purposes of this question, the retention rate is calculated as the percentage of students who were enrolled in October and May of the previous school year.)</p> <p>iv. The charter school will provide its students equal access to participation in its programs or activities.</p> <p>v. All students are able to demonstrate proficiency in the Essential Skills identified by the State of Oregon prior to graduation.</p>			
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Total points available = 30

Points given: _____

Overall Rating for this section: _____ Exceeds (26-30) _____ Meets _____ (21-25) Near Meets _____ (16-20) Does Not Meet (0-15)

VI. Financial, Business, and Organizational Plans: Solid financial, business and organizational plans provide the structure for the successful startup and operation of the proposed charter school. The plans should be viable and demonstrate the capacity for stability and growth over time. Components of this section include the business plan, capacity, leadership and governance, and recruiting and marketing.

Scoring criteria:

Exceeds The application addresses the section criteria with responses that adequately demonstrate the applicant's ability to successfully start and operate a

		<p>expertise in this area.</p> <p>No mention of parent representation.</p> <p>Fund raising is generally a primary responsibility of boards, but it is not mentioned here.</p> <p>Lists that the board will "contribute" to the performance evaluation of the administrator, but the board should be performing this evaluation.</p>	<p>benefit the needs/desires of their children alone.</p> <p>READY Public Charter School is not opposed to parent's serving on the school board, as long as they can fully support the mission of the school and not solely be an advocate for their child. We are currently recruiting 2 more board members and would like to have parent representation. Ideally, RPCS will have a mixed board of RPCS parents and experienced professionals in Engineering and Design and Environmental Sustainability."</p> <p>Applicant also states that at least one of the two board members to be recruited will have financial expertise.</p>
<p>Provides the proposed budget as Exhibit IX. Uses templates provided.</p>	<p>Up-front money from PHCNW.</p> <p>The budget appears conservative and key assumptions are stated in the proposal.</p>	<p>Admin salary is split between admin & teaching. Is this realistic?</p> <p>Applicant calculated ADM at 75% -- why?</p> <p>No workshops or subscriptions are included.</p>	
<p>Provides the financial plan for the public charter school as Exhibit X.</p>	<p>Very reliant on PHCNW for subsidy.</p> <p>Financial plan seems well thought out and thorough.</p>	<p>Show specific grants that would apply for</p>	
<p>Provides evidence that the proposed budget and financial plan for the public charter school are financially sound.</p>	<p>There is strong fiscal and management support from the</p>	<p>The budget is not balanced.</p>	

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Charter Application Criteria

	parent organization- PHCNW will provide \$93,000 of startup support, \$350,000 of operational support, use of facility, and administrative support.		
Describes the financial management systems for the public charter school. Includes a plan for having the financial management systems in place at the time the school begins operating.			
Describes the manner in which the program review and fiscal audit will be conducted.			
Describes the plan for performance bonding or insuring the public charter school, including buildings and liabilities.			
Describes the proposed plan for the placement of public charter school teachers, other school employees and students of the public charter school upon termination or nonrenewal of the charter.			
Provides evidence that the systems and procedures in the proposed financial and business plan follow general accounting procedures.	Will connect with PHCNW's systems. PHCNW has had annual audits with clean opinions, and is familiar with requirements of GAAP, financial statement preparation, management of Federal Grants funding, and internal controls.		

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members.

- iii. Explains how the directors' roles are different from the school administrators' roles.
- iv.

Charter Application Criteria

Describes the plans and procedures for the following: A. Use of unique district facilities (e.g.		English language or athletic ability." Suggest adding sexual orientation and terms of an IEP to Ready's non-discrimination policy.	
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BOARD OF EDUCATION
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following item:

Number 4674

RESOLUTION No. 4674

Expenditure Contracts that Exceed \$150,000 for Delegation of Authority

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into agreements in a form approved by General Counsel for the District.

NEW CONTRACTS

No New Contracts

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Smucker Foodservice, Inc.	07/01/12 through 06/30/13 Year 2 of Contract	Material Requirements MR 58860 Amendment 1	District-wide: One-year extension of contract for commodity processing (peanut butter sandwiches), as needed.	\$265,000 \$465,000	G. Grether-Sweeney Fund 202 Dept. 5570

N. Sullivan