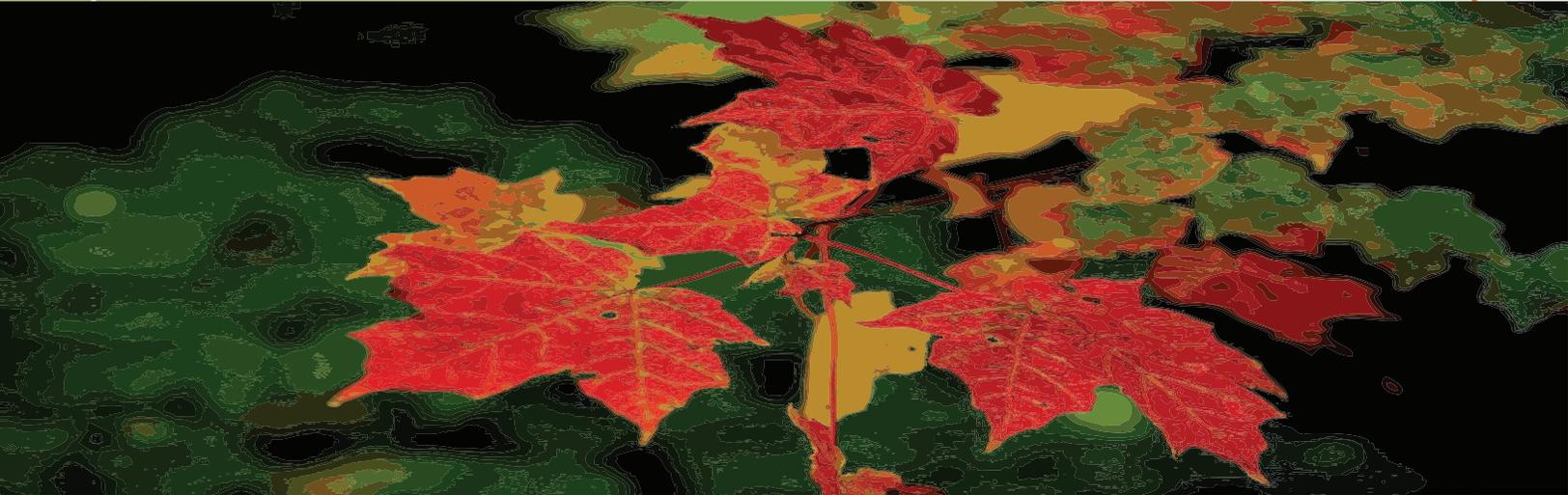


Portland Public Schools Board of Education



2010-2011

Agenda

Regular Meeting
November 30, 2010

BOARD OF EDUCATION

Portland Public Schools
Regular Meeting
November 30, 2010

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 will be heard immediately following staff presentation on that issue. Citizen comment on all other matters will be heard during the "Remaining Citizen Comment" time.

This meeting may be taped and televised by the media.

AGENDA

1. **STUDENT TESTIMONY** 5:30 pm
2. **BOARD COMMITTEE REPORTS** 5:45 pm
3. **SUPERINTENDENT'S REPORT** 6:00 pm
4. **EXCELLENCE IN TEACHING AND LEARNING** 6:05 pm
 - Golden Leaf Charter High School Application Recommendation (*action item*)
 - Global Learning Charter School Application Recommendation (*action item*)
5. **EXCELLENCE IN OPERATIONS AND SERVICES** 7:30 pm
 - English Language Learner Audit Report
 - Capital Improvement Bond Discussion (*information item*)
6. **BUSINESS AGENDA** 8:30 pm
7. **OTHER BUSINESS** 8:35 pm
 - Oregon School Board Association Elections (*action item*)
8. **CITIZEN COMMENT** 8:45 pm
9. **ADJOURN** 9:15 pm

The next regular meeting of the Board will be held on **December 13, 2010**, at 5:30 pm at the Blanchard Education Service Center.

NOTE: The Board's agendas are focused on the five strategic operatives of the District as found in the 2005-2010 Strategic Plan: Excellence in Teaching and Learning; Excellence in Operations and Services; Strong Partnerships with Families and Community; Leadership for Results; and Continuous Learning Ethic.

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation.

Board of Education Policy 1.80.020-P



PORTLAND PUBLIC SCHOOLS

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Carole Smith
Superintendent

OFFICE OF THE SUPERINTENDENT

November 10, 2010

MEMORANDUM

TO: Subcommittee on Charter Schools

FROM: Carole Smith, Superintendent 

RE: **Charter School Proposal-Recommendation
Golden Leaf Charter High School**

The success of Portland Public Schools' charter school program begins with a rigorous application and review process designed to recognize well-prepared applicants and aid them in understanding and planning for the many challenges of running a thriving charter school. Our most successful applicants have done a great deal of work on the front end of the process, showing strength in their proposed curriculum plan and educational program, financial and business plan, supports for learning, mission and vision, infrastructure, and accountability plan. The district has experienced the painful process of charter schools that have failed due to weakness in one or more of these areas, and it is both our goal and our responsibility to ensure that any approved charter school meets both statutory and district standards – to do what is best for kids.

I have considered the staff review of the application and the additional information gathered from the public hearing, and from the Applicant's written responses to questions. The application demonstrates a sincere intent to provide a quality educational program and the capacity to successfully start and operate the proposed charter school. For the reasons given below, I recommend that the Board approve the Applicant's charter school proposal and direct staff to negotiate a contract with the Applicant.

- 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 (ORS 338.055(2)(a), PPS Policy 6.70.010). Criteria are met; however, additional information should be required.**

Applicant proposes to open Golden Leaf Charter High School in 2011, to serve 100 students in its first year in grades 9-10, and growing to 200 students in grades 9-12.

The Applicant conducted its own survey and received general letters of support from families, teachers, businesses, and community members, as well as letters of intent to enroll.

A majority of reviewers found that the application did meet criteria for this section; however reviewers noted that the letters of intent to enroll generally represented a population of students that would not be of age for high school in the first term of the contract, which is typically three years. Furthermore, the survey results indicate that the majority of the respondents are white. The Applicant should develop a marketing plan that indicates how it would seek to attract its stated target population of students who are: underperforming in traditional classrooms, at-risk for dropping out of school, currently enrolled in private or alternative educational programs, currently home-schooled, and more successful in a small-group, individualized learning environment.

2. The demonstrated financial stability of the public charter school or the detailed plan for financial operations of a new school (ORS 338.055(2)(b), PPS Policy 6.70.010). Criteria are met; however, additional information should be required.

Applicant applied for qualification as a tax exempt organization under section 501(c)(3) of the Internal Revenue Code. Applicant has received an incentive planning grant through the Oregon Department of Education (ODE). If the Board approves this proposal, Applicant will receive implementation grants of \$225,000 for the first year of operation and \$225,000 for the second year. The implementation grants would supplement state school funds distributed to Golden Leaf Charter High School through PPS.

Applicant provided a three-part budget to illustrate good, likely, and worst-case scenarios with both fluctuating enrollment and fluctuating State School Funds. The staff review notes that there appear to be adequate financial systems in place that follow generally accepted accounting principles.

Although the staff review acknowledges those conditions, and the majority of staff reviewers found this section to meet criteria, it also notes concerns.

The Applicant's budget does not include: projected revenue and expenses from implementation grant funds, student transportation, food/nutrition, computer supplies and repairs, and professional development for the first two years.

Should the Board vote to approve this application, I recommend that the Applicant be required to provide a new budget with these and/or other calculations corrected, and which includes implementation grant funds.

3. The capability of the applicant, in terms of support and planning, to provide comprehensive instructional programs to students pursuant to an approved proposal (ORS 338.055(2)(c), PPS Policy 6.70.010). Criteria are met.

The Applicant provides a clear curricular focus in a Waldorf-based model. Specific elements of this curriculum include integrated arts, project-based learning, and an advisory model. Curriculum is aligned to state standards and is designed to meet state graduation requirements.

- 4. The capability of the applicant, in terms of support and planning, to specifically provide, pursuant to an approved proposal, comprehensive instructional programs to students identified by the applicant as academically low achieving (ORS 338.055(2)(d), PPS Policy 6.70.010). The criteria are met; however, additional information should be required.**

As noted in the staff review, Applicant should provide a clear plan of how it intends to serve struggling students, provide ESL services, and deliver a culturally-competent curriculum. Should the Board vote to approve this application, I recommend that the Applicant be required to provide the aforementioned plans, as well as any data available demonstrating how the proposed model reduces the achievement gap between white students and students of color.

- 5. The extent to which the proposal addresses the information required in ORS 338.045 (ORS 338.055(2)(e), PPS Policy 6.70.010). The criteria are met.**

On September 2, 2010, the District's Charter Schools Program Manager notified Applicant that the application had been reviewed for completeness consistent with Oregon Revised Statutes Chapter 338, Public Charter Schools, and Oregon Administrative Rule 581-020-0301, Public Charter School Proposal Review and Approval Process. She determined that the application is complete in that it responds to each section and subsection of the application.

That was an initial review, separate from the staff review that followed, and was not a determination of the merits of the application.

- 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 (ORS 338.055(2)(f), PPS Policy 6.70.010). More information is required to make this determination.**

Applicant anticipates locating the proposed charter school in the northwest quadrant of the city, though it has indicated that it has researched options on the east side, as well. The letters of intent to enroll submitted by the Applicant show the number of respondents from the following areas:

NE = 102 (34%)
N = 71 (24%)
SE = 64 (21%)
SW = 32 (11%)
E = 2 (<1%)
NW = 11 (4%)
Out of district = 14 (5%)
Out of state = 1 (<1%)
Missing = 5 (2%)

Letters of intent to enroll represent 302 students, though only 44 of these will be in grades 9-12 in 2011-12; 202 will be in 8th grade and below; and 100 of these 202 students will be in 3rd grade and below in 2011-12

It is difficult to determine whether there is a significant and adverse impact on the quality of education of students residing in the district that would be caused by the opening of this charter school.

- 7. Whether there are arrangements for any necessary special education and related services for children with disabilities pursuant to ORS 338.165 (ORS 338.055(2)(g), PPS Policy 6.70.010). If the Board approves the application, the charter contract will clarify the criteria.**

Applicant commits to cooperating with the district to provide special education and related services for children with disabilities. If the board approves a charter agreement, the charter contract clarifies this requirement.

- 8. Whether there are alternative arrangements for students and for teachers and other school employees who choose not to attend or who choose not to be employed by the public charter school (ORS 338.055(2)(h), PPS Policy 6.70.010). The criteria do not apply.**

This section does not apply because Applicant does not propose to establish the proposed public charter school from an existing public school or portion of the existing public school.

- 9. The school district board may require any additional information the board considers relevant to the formation or operation of a public charter school (ORS 338.045(3)). Applicant has responded to all requests to date.**

At the public hearing and in writing, Applicant responded to additional questions. A charter contract will provide further clarifications if the Board approves the proposal. The main concerns regarding this proposal are discussed above.

Final Recommendation: This application meets the requirements set forth in ORS 338.055(2) and ORS 338.045(3) as noted above. I recommend the Board approve this application for the school to begin operations in September 2011.

PPS Public Charter School Proposal Review Criteria: 2010

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." ORS 338.015. To implement the charter school law, the Portland Public Schools Board of Education adopted its Charter School Policy 6.70.010-P.

Review Process Components

The review process considers information required by ORSs 338.045 and 338.055 and District Policy 6.70.010-P and includes the following components:

1. A review of the proposal by an ad hoc staff committee composed of those with expertise in areas relevant to the charter proposal. This review will consist of:
 - An overall analysis by each reviewer with general impressions of the application.
 - Each reviewer's analysis of the section(s) of the proposal that are in his or her area(s) of expertise.
 - An ad hoc committee discussion of the entire application and each review area which results in a rating for each section based on a two point rubric of Meets or Does Not Meet.
 - **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.
 - **Does Not Meet:** The application addresses some or most of the section criteria, but does not provide adequate detail in the responses and/or the responses demonstrate the applicant's inability to successfully start and operate a charter school.
2. A structured interview with representatives of the applicant group if the ad hoc staff committee feels it is necessary. The purposes of such an interview are to:
 - Clarify information already provided.
 - Probe for greater understanding of the applicant's proposal.
 - Assess the capacity of the applicant group to start and successfully operate the proposed charter school.
3. The Charter Schools Manager may request additional information from the applicant during the review process. However, additional information will not be considered unless requested by the Charter Schools Manager.
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 the 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 full 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.

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.

Rubric:

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.

Does Not Meet: The application addresses some or most of the section criteria, but does not provide adequate detail in the responses and/or responses demonstrate the applicant’s inability to successfully start and operate a charter school.

<p>Applicant: Golden Leaf Charter High School Reviewers: Kristen Miles, Sue Ann Higgins, Cliff Brush, Carla Gay, Sarah Singer Overall Rating for this section: ___x___ Meets _____ Does Not Meet (3 Meets; 2 Does Not Meet)</p> <p>General Comments:</p>		
Rating Topics	Strengths	Weaknesses
Tables are complete: I, II A, II B, II C, and III.		Unclear on how prospective students are identified.
Grade levels and target student population(s) the proposal is intended to serve.	Focus option HS; Waldorf inspired, standards based targeted at underserved populations. First year: 100 students grades 9-10. Add one grade each year to grade 12 to maximum enrollment of 200.	Applicant notes it will draw from existing charter and private schools- in essence not serving the target population of disconnected/struggling students.
The proposed year the school would open and the term (one, two, or three years).	2011, 3 years	
The proposed school calendar and annual hours of instruction, including the length of the school day and length of the school year, meet or exceed the minimum annual hours of instruction by grade levels required by Oregon Administrative Rule 501-022-1620, Required Instructional Time.	Applicant proposes a schedule of 6 instructional hours/day x 178 days = 1068 instructional hours/year. Exceeds the OAR 990 hr. minimum for grades 9-12.	
The legal address, neighborhood location, and facilities for the proposed charter school, if	Thorough review. Applicant has narrowed its choice to three potential	How will locating on the west side provide a diverse student body that the applicant has proposed to serve?

<p>known. If not known, the ideal location and facilities. How the known or ideal location and facilities will accommodate school's operations and the targeted student population, including students or staff with disabilities, and meet state and district standards for schools.</p>	<p>Westside sites. Applicant identifies and analyzes the pros/cons of each site.</p> <p>Sites include the former Children's Museum, the former Norm Thompson building (on NW Thurman), and the former Naturopathic College (SW 1st and Arthur).</p>	
<p>The plan to provide for any future space needs.</p>	<p>Plan is being discussed.</p> <p>Applicant acknowledges potential for future re-location or expansion, depending on site selection. Applicant identifies two potential solutions and the probable need to conduct a capital campaign.</p>	
<p>Table II C. The name(s) of primary person(s) and/or organization(s) responsible to implement the proposal. Their experiences and qualifications. Their involvement in the school's operation throughout the proposed term of the charter. At least three letters of reference for each primary person and/or organization from people familiar with the required educational and organizational experience.</p>	<p>This is a strength of the proposal.</p> <p>This section is very strong. Applicant group appears to have people with diverse backgrounds and ethnicities as well as educational and administrative work.</p> <p>Applicant lists the primary persons responsible for the proposal and provides adequate detail describing the experience and qualifications for each. Details include degrees and certificates earned; experience in educational fields related to the application and with recognized instructional strategies; specific knowledge of and experience in the Waldorf program; marketing experience; accounting, financial analysis and related training and experience; and experience in non-profit service organizations.</p> <p>If chartered, applicant proposes to employ and work with consultants specializing in the design and implementation of Waldorf-inspired charter schools.</p>	
<p>Why a public charter school was selected as the desired educational option for the proposed target population(s). Compares and contrasts the charter school option to other options already available in the district.</p>	<p>Definitely could be a good incubator for alternative methods/focused options. Doesn't want to draw from just struggling students but highlights how they would want a diverse community of learners.</p> <p>Charter model is free, accessible, and not alt-ed</p>	<p>Unclear how this school would target a "racially diverse" population.</p> <p>Other schools (i.e. REAL Prep) do use brain-based research to inform curriculum so it is not entirely accurate to say this would be the only school to do so.</p>

<p>Table II A, Potential Charter School Students Attending Portland Public Schools</p>	<p>Applicant argues that there would be low impact on PPS schools, since Portland Village School is meant to be the main feeder.</p> <p>Applicant compares and contrasts its proposal to private school and current alternative education program options. Applicant also compares and contrasts its proposal to LEP Charter High School, Renaissance Arts at Marshall High School, Benson Polytechnic High School and to the approved but not yet opened High School of the Recording Arts of Portland. Applicant’s main distinction between those options and its proposal is that Applicant would provide a Waldorf program.</p> <p>Applicant also describes its proposal as a focus-type option within the high school design currently under consideration by the PPS Board.</p> <p>Applicant also chooses the charter option because it allows flexibility to partner with higher education and business and industry and because of student access through the lottery.</p>	<p>Used data from existing elementary students, primarily from a current charter school (Portland Village School). Again, not clear how they reconcile their stated target population:</p> <ul style="list-style-type: none"> • Underperforming students in traditional classrooms; • At-risk for dropping out of school; • Currently enrolled in private or alternative educational programs; • Currently home schooled; and • More successful in a small-group, individualized learning environment (e.g., ELL, SpEd.). <p>* with the respondents to their surveys and from where they say they will draw their students .</p> <p>Most (94 or 68%) potential Table II A students are from Portland Village School, a district sponsored K-8 charter school providing Waldorf program instruction. This indicates a likely “feeder pattern” developing between PVS and Applicant. Given that priority goes to students attending PPS schools, PVS students could be advantaged for enrollment in Applicant’s school, even in a lottery system.</p> <p>The demand data provided by applicant misrepresents the number of students that would actually be eligible to enroll in the first term of the charter. Please see attachment.</p>
<p>Table II B, Potential Charter School Students Who are Home or Privately Schooled</p>		<p>Not clear how they got the respondents.</p> <p>Resident districts are not indicated. That makes it difficult to tell if and by how much Table II B students would deepen the in-district applicant pool.</p>
<p>Table II C, Support for the Proposed Charter Schools by Educators and Community Members</p>	<p>Several community members.</p> <p>Table II C indicates a variety of support among individuals and organizations consistent with the program and services described in the application.</p>	<p>Some are unfamiliar or vague. No post-secondary organizations are represented.</p>
<p>How quantifiable data from Tables II A, B, and C demonstrate sufficient demand for the proposed charter school from teachers, parents, students, and other community members. Evidence of parent and student support represents students who</p>	<p>Certainly a lot of support from parents and community members; could bring back private pay students/parents to public school.</p> <p>An arts-focused small high school could fill a niche. If the impact on PPS is low, this could be a win-win and good use of the charter option.</p>	<p>Not sure how they are going to present a program remarkably different than what is currently being offered in PPS. How will they serve struggling students with any greater level of engagement than what is offered in district and in existing charter schools?</p> <p>This area is not convincing. Is there a real or verifiable demand for this high school?</p>

<p>will be in the grade levels served by the proposed charter school during the proposed term. Any parent surveys include (among other questions) the number of potential students in each household, where the student(s) attend(s) school currently, and the student's current grade.</p>	<p>Applicant provides these data: "Grade levels represented by survey respondents were parents of: 32 students from grade 6, 16 students from grade 7, 23 students for grade 8, 8 students from grade 9, 2 students from grade 10, and 3 students from grade 11. Demographic data were as follows: 79.7% Caucasian, 3.8% African American, 5.6% Hispanic, 6.6 Asian/Pacific Islander, and 4.3% Native American/Alaskan Native. Survey respondents represented all areas of the district: 12.9% from SW Portland, 3.8% from NW Portland, 21.6% from SE Portland, 26.6% from NE Portland, 8.7% from North Portland and 13.6% from other areas." (P. 10.)</p>	<p>Interesting that students/parents would travel "up to 8 miles" and ride public transportation to the school. If it were more than 8 miles, would this still be the case? Many of the students who indicated interest are more than 8 miles away.</p> <p>Curious if table II C reflects those who indicated interest in the charter school or those who completed the survey.</p> <p>The survey respondents are not very representative of PPS population. Is there a reason why?</p> <p>Assuming the data were collected in the 2009-10 SY, then approximately 39 interested students in grades 8 and 9 this year would be eligible for Applicant's grades 9 and 10 during the first 2011-12 school year. That leaves 61 slots to fill through marketing.</p> <p>The demographic data show approximately 80% of interested parents are Caucasian. The district encourages charter schools to seek enrollment that reflects district demographics.</p>
<p>How the potential pools of students in Tables II A and B represents the proposed charter school's grade levels and target population(s).</p>		<p>They are proposing a HS but they are naming students in current elementary programs. I'd like to know how many they think they will be drawing from the HS programs.</p> <p>How will they recruit students of color?</p> <p>Data does not seem to support that "target" population will be interested (underperforming in traditional classrooms, at-risk of dropping out of school, currently enrolled in private or alternative educational programs, higher concentrations of ELL or SPED.).</p> <p>Survey itself was not sent to respondents that are representative of the district as a whole.</p>
<p>Tables II A and B. The names and locations of district schools where enrollment trends may be affected if the proposed charter school</p>	<p>Applicant projects 30% private and home school students.</p>	<p>Doesn't really address enrollment trends.</p> <p>It is hard to determine, as there are so many potential students purported to be privately or home-schooled now.</p>

<p>opens. How enrollment trends would be affected.</p>		<p>This is consistent with the likely development of a “feeder pattern” between Portland Village School and Applicant which could disadvantage non-PVS students seeking admission.</p>
<p>Assures the school’s compliance with all applicable state statutes and regulations and applicable district policies and administrative directives and procedures and its cooperation with district staff at all levels.</p>		<p>ESL plan relies on ‘volunteer translators’ and ‘structured ELL immersion’. Does this rely on hope rather than planning?</p>

II. Mission Statement and Purpose: They should define the character of the charter school. They should be the driving force behind the proposal and be reflected throughout. They should answer these questions.

- Who are we?
- Who do we serve?
- What will we provide?
- How will we provide it?

Rubric:

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.

Does Not Meet: The application addresses some or most of the section criteria, but does not provide adequate detail in the responses and/or responses demonstrate the applicant’s inability to successfully start and operate a charter school.

Applicant: Golden Leaf Charter High School
Reviewers: Kristen Miles, Sue Ann Higgins, Cliff Brush, Carla Gay, Sarah Singer
Overall Rating for this section: x Meets _____ Does Not Meet (5 Meets; 0 Does Not Meet)

General Comments:

Rating Topics	Strengths	Weaknesses
The proposed school’s mission statement.	<p>Unique lens on this developmental stage.</p> <p>Applicant’s mission is to “prepare students for college, careers and citizenship by offering a rigorous interdisciplinary, Waldorf-inspired education that integrates fine, performing and practical arts into the study of humanities, science, math, and technology.” (P. 12.)</p> <p>Applicant also intends to ensure that prepares students to meet district benchmarks and to earn the high school diploma.</p>	A discussion of state standards would strengthen this section.
How the school furthers the district’s mission, core values, and strategic objectives.	<p>Applicant details how it would help students achieve academic success and their personal potential, inspire life-long learning and prepare students for citizenship in a diverse community.</p> <p>The applicant cites research to defend its claims.</p>	
How the school enhances the district’s educational program and the student achievement policy.	Applicant discusses how it would provide students fair and equitable access to its program, advisory relationships with educators, individualized learning and college and career	With regard to “preparing students for citizenship in a diverse, multicultural and international community” : Not sure the proposed school locations “are easily accessible to

	preparation.	under-represented communities”; to what extent are current Board members from diverse backgrounds already.?
How the school minimizes barriers to equal access and meet the needs of all students.	<p>Single point of contact for students/families to help resolve issues or questions.</p> <p>Applicant proposes to minimize barriers created by transportation and childcare needs, English language learning and disabilities.</p>	<p>Unclear as to how they are using the data of those surveyed for the need and aligning that with the students they think they will reach. Concerned that students of color & ELL students could be excluded from access.</p> <p>It is not clear if Applicant understands that the charter school is responsible for student transportation within options such as existing district bus routes (if space is available) and the other options described in the application. This should be clarified at the public hearing before any charter agreement is approved.</p>
Table II C: How educators and community members demonstrated and continue to demonstrate sustainable levels of support for the proposed charter school.		
Who has been involved in the planning and development process for the proposed charter school. Includes any district staff consulted regarding this proposal.	<p>This section is strong.</p> <p>Applicant has consulted with PPS High School System Design staff and with the Charter Schools Manager.</p> <p>Applicant’s board members have attended High School System Design meetings.</p>	
Their qualifications to support the planning and development of the proposed charter school.	Applicant lists the primary persons responsible for the proposal and provides adequate detail describing the experience and qualifications for each. Details include degrees and certificates earned; experience in educational fields related to the application and with recognized instructional strategies; specific knowledge of and experience in the Waldorf program; marketing experience; accounting, financial analysis and related training and experience; and experience in non-profit service organizations.	Ideally, there might be some individuals with a PR / marketing background, especially in reaching out to their “targeted” population.
How they were involved.		Table II C indicates contractual and other agreements are described in Exhibit C. Contractual and other agreements should be clarified at the public hearing before any charter agreement is approved.
The developers’ continuing commitments to support the on-going operation of the proposed charter school.		

III. Educational Program: This is the “heart” of the charter proposal. It should be closely aligned with the school’s mission and clearly outline what the students in the school should learn to know and be able to do. The educational program should be a comprehensive plan based on sound and effective models and/or approaches that will result in increased learning and achievement.

Rubric:

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.

Does Not Meet: The application addresses some or most of the section criteria, but does not provide adequate detail in the responses and/or responses demonstrate the applicant’s inability to successfully start and operate a charter school.

<p>Applicant: Golden Leaf Charter High School Reviewers: Kristen Miles, Sue Ann Higgins, Cliff Brush, Carla Gay, Sarah Singer Overall Rating for this section: <u> x </u> Meets _____ Does Not Meet (5 Meets; 0 Does Not Meet)</p> <p>General Comments:</p>		
Rating Topics	Strengths	Weaknesses
<p>The curricular focus or instructional theme, including any distinctive learning or teaching techniques to be used.</p>	<p>Waldorf inspired, arts based, project based, experiential.</p> <p>Applicant’s “founding group has drawn on the experience of parents, teachers, and PPS personnel to adapt the Waldorf model to a public charter framework. The founding group has also consulted with other Waldorf-inspired charter schools, (such as the George Washington Carver High School in California) to glean best practices. GLCHS will adopt key elements of Waldorf education.” (P. 18.) The Main Lesson is “a hallmark of Waldorf education, [an] extended period at the beginning of each day (90 minutes), when academic subjects are covered in depth through project-based learning with opportunities for research, small group work, reflection, art creation and performance.” (P. 20.)</p> <p>Applicant proposes project-based learning as its primary instructional approach. “Students will work with teachers to design projects that reflect their interests, and cover essential content and state standards.” (P. 19.)</p> <p>Applicant has chosen the senior capstone as an “integrated</p>	

	<p>learning experience that challenges students to apply what they have learned in school to tackle real-world problems. The capstone will require each student to participate in a service internship by researching an issue in their local community or overseas, propose a solution, finding a sponsoring organization or community mentor, presenting results in both oral and written form, and taking at least one significant step toward affecting change. During their senior year, students will take a capstone project class.” (P. 20.)</p> <p>Arts Integration Across the Curriculum combined with project based learning is proposed to offer a program that will “engage students, increase their academic standing, build their skills base, and empower them to meet the challenges of college and careers.” In addition, “[b]ecause traditional paper and pencil tests are insufficient to gauge the application of learning through projects and service learning, GLCHS will use authentic means of assessment, such as exhibitions, presentations, and portfolios.” (P. 21.)</p> <p>Applicant proposes to use advisory to help students “establish their daily goals and set work priorities, as well as facilitate long-term planning using the Individual Progress Plan (IPP).” (P. 21.) The goal of the IPP is to assist students in understanding how they learn, defining what they want to achieve, and articulating what is required to reach their goals.” (P. 22.)</p>	
<p>Alignment of the proposed curriculum and materials to state content and performance standards at the grade levels to be served: Exhibit I.</p>	<p>Very thorough. This is amazing work!</p> <p>Exhibit I contains extensive examples of alignments to state standards.</p> <p>Exhibit I includes course statements. Instructional materials and grade-level themes are described at pages 181-186.</p>	<p>Integrated Main Lessons are described in the Humanities/Language Arts. It is not so clear how they are applied in other subjects.</p> <p>Course descriptions look traditional. If students, parents and others are to rely on them for basic information about Applicant’s education program, it may strengthen them to include some of the information in the materials and grade-level theme descriptions. At the public hearing, applicant should be asked to clarify uses of those materials before any charter agreement is approved.</p> <p>The reading material chosen (for LA classes, for example) does not look particularly diverse.</p>
<p>The instructional materials that have been selected for the grade</p>	<p>Clear explanation of planned curricula and materials.</p>	

<p>levels to be served and the explanation of the criteria for the selections: Exhibit II.</p>		
<p>How the instructional program will support all students in meeting state content standards and benchmarks. If replicating or using an existing program, provides data showing the program's measurable affects on students' academic achievement.</p>	<p>State benchmarks are a highlight of their curriculum.</p> <p>Clear description of the advisory model.</p> <p>Applicant proposes that the mapping of classes in Exhibit I is one way the school will support students in meeting content standards. "For mathematics and English language arts, students will be evaluated using MAP testing. Specific staff will be hired to provide remediation in reading and mathematics for students not passing benchmarks." (P. 23.)</p>	<p>Explanation of how they will serve all students is weak.</p>
<p>How the instructional program will be differentiated or otherwise designed and implemented to meet the needs of academically low achieving, special education, ELL, and TAG students. Indicates which languages the school will use to provide instruction. If replicating or using an existing program, provides data showing the program's measurable affects on students' academic achievement.</p>	<p>Applicant would differentiate the instructional program for academically low-achieving students in large part through the "advisory model, project-based learning approach, service learning component, and integrated arts focus [which] will serve to increase student academic engagement and provide flexible opportunities for teachers to differentiate instruction. The teaching positions for English language arts and mathematics remediation demonstrate the school's commitment to support these students." In addition, "the founding group is still researching the most effective strategies and resources for math and English language remediation. Its goal is to implement methods, such as appropriate student-to-staff ratios, that have proven effective with the GLCHS target population." (P. 23.)</p> <p>Applicant demonstrates an understanding of school and district responsibilities for SpEd students. Applicant asserts that its advisory process and IPP "provide excellent tools for GLCHS staff and the district special education staff to partner in meeting IEP goals" and that "integrated arts provide rich opportunities for students to demonstrate knowledge and skills in alternative forms that benefit students with special needs." (P. 24.)</p> <p>Applicant proposes to serve "any and all students with limited English proficiency (English Language Learners) by using structured English language immersion to achieve</p>	<p>Applicant does not seem sure they have a concrete idea of how to structure academic supports for struggling students. Though they are still doing research, their only proposed solution is lower student-teacher ratios.</p> <p>Also, their language arts remediation teacher will also teach English Language Development to moderately proficient speakers and Sheltered Instruction to marginally proficient and marginally proficient.</p> <p>Description(s) of what remediation means to the Applicant would strengthen this section.</p> <p>Applicant does not provide research citations to support its supports for SpEd students</p>

	<p>proficiency as quickly as possible.” In addition, “[p]arents whose English proficiency is limited will receive notices and information from the school in their native language to encourage their participation in school processes (such as advisor meetings) and events. GLCHS will secure volunteer translators from the community to minimize communication barriers among families.” Applicant’s “[s]heltered instruction strategies will be used to meet the needs of marginally proficient language learners in academic content areas.” (P. 24.)</p> <p>Supports for TAG students would include on-line courses and/or offerings at other district schools and nearby colleges and accelerated learning experiences during the summer for high-achieving students interested in advanced learning challenges.</p>	
<p>How the proposed curricula, methods, and materials are based on sound and effective models or approaches that will result in increased learning and achievement. If replicating or using an existing program, provides data showing the program’s measurable affects on students’ academic achievement.</p>	<p>Strong research and background. Perhaps the methods proposed will meet a great deal of the needs of low achieving students.</p> <p>Research is described and cited t pages 24-28 to support Applicant’s choice of Waldorf Methods and for brain-based research, thematic teaching, project based and experiential learning, the senior capstone project, integrated arts, authentic learning and assessment and advisory and personalized learning.</p> <p>Applicant gives examples of other Waldorf high schools.</p>	<p>Does the model have an effect on lowering the achievement gap across racial and/or ethnic lines?</p>
<p>Explains how the proposed charter school will achieve the Oregon legislature’s goals for charter schools in ORS 338.015. If replicating or using an existing program, the application provides data showing the program’s measurable affects on students’ academic achievement.</p>		
<p>Increase student learning and achievement.</p>	<p>3R’s: relevant, rigorous, relationships are all met in the model. Definitely research based.</p> <p>Applicant asserts that it will increase learning and achievement by making rigorous content relevant to students and ensuring each student’s needs are well known by a committed staff of teachers and advisors that the school can close achievement gaps and improve test scores among comparable student populations in the district.” (P. 28.)</p>	
<p>Increase choices of learning opportunities for students.</p>	<p>Arts based, thematic and Waldorf -- this district doesn’t have this combination in HS.</p>	<p>Unsure that many of these themes aren’t already being addressed in other ways throughout the district.</p>
<p>Better meet individual student</p>	<p>IPP and advisory.</p>	<p>Not sure how this is any different than what is offered in</p>

academic needs and interests.	Applicant asserts it will meet individual student needs through IPP, which “is a vehicle for open discussion about a student’s goals and how s/he wants to achieve them. Working in collaboration with advisors and parents/guardians, students develop the IPP to guide them through graduation and beyond.” (P. 29.)	many schools
Build stronger working relationships among educators, parents and other community members.	Definitely seeking to complement district options. Strongly relationship based through PBL and thematic experiences. Applicant believes it has demonstrated this through its willingness to work with the district in areas such as High School System Design.	
Encourage the use of different and innovative learning methods that are not already provided by the district.	Brain based research is a huge strength. Project-based, camping, service learning. Applicant demonstrates this through its model for advisories, interdisciplinary project-based learning, and arts integration combined with Waldorf-inspired curriculum and planning.	
Provide opportunities in small learning environments for flexibility and innovation, which may be applied, if proven effective, to other public schools.	Applicant intends to provide “a focus school in the PPS High School System Design. Following the recommendations of Superintendent Carole Smith, GLCHS will test and share best practices as the district moves forward with its multi-year effort to revamp the city’s high schools. The GLCHS founding group believes that PPS will benefit from a focus school whose comprehensive instructional strategies are targeted to improving the achievement and graduation rates of those students most vulnerable to failure or under-performance in traditional learning environments.” (P. 29.)	At the public hearing, Applicant should be asked to elaborate on what it sees as its responsibilities in this area and how it would carry them out.
Create new professional opportunities for teachers.	Ongoing partnerships w/ GWC Charter HS is a plus as are partnerships with postsecondary institutions. Applicant proposes to provide a variety of PD opportunities for its teachers and to reserve spaces for PPS teachers and others.	At the public hearing, Applicant should be asked to describe how that will be done within its projected budget. Applicant should also be asked to provide details about the frequency and duration of the PD and about presenters’ qualifications and experience.
Establish additional forms of accountability for schools.		Applicant should be asked to provide specific examples for this part.
Create innovative measurement tools.	Individual progress monitoring and tracking beyond HS.	Not sure what measures they will be reporting on beyond use of the IPP.

	<p>Applicant cites the IPP as an example. In addition to keeping track of students while they are attending GLCHS, the school will gather data about them after they graduate. "Using an online survey, GLCHS will stay in touch with alumni to understand how well they are performing in college and careers." (P. 30.)</p>	
<p>Offer students comprehensive instruction in mathematics, science, English, history, geography, economics, civics, physical education, health, the arts and second languages that meets the academic content standards adopted by the State Board of Education and meets other requirements adopted by the State Board of Education and the board of the public charter school.</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 school’s mission and educational program.

Rubric:

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.

Does Not Meet: The application addresses some or most of the section criteria, but does not provide adequate detail in the responses and/or responses demonstrate the applicant’s inability to successfully start and operate a charter school.

Applicant: Golden Leaf Charter High School Reviewers: Kristen Miles, Sue Ann Higgins, Cliff Brush, Carla Gay, Sarah Singer Overall Rating for this section: <u> x </u> Meets _____ Does Not Meet (4 Meets; 1 Does Not Meet)		
General Comments:		
Rating Topics	Strengths	Weaknesses
The key employment requirements and qualifications for each type of staffing position.		
Teachers.		<p>The application states that as “mandated by ORS 338 at least one-half of all teachers and administrators will be licensed by the state of Oregon.” That requirement applies to FTEs, not to persons.</p> <p>It is not clear whether bilingual applicants are preferred for any positions. It is also not clear if certain numbers of years or kinds of experience are preferred.</p>
Teaching assistants.		
Counselors.		
Principals, directors, managers, and any other administrators. If any administrators have been identified or selected, provides heir names and qualifications.		
Support staff.		
Others.		Who will be coordinating internships and the study-abroad program?

		Other positions such as education assistants and volunteers are not discussed.
Explanations of:		
<p>How staff will be qualified to identify and serve special education, ESL, and TAG students, including ELL plan of service and 504 plan.</p>	<p>Regarding SpEd students, Applicant commits to insuring that “at least one teaching staff member has been trained in the Child Find process or will arrange for at least one teaching staff member to receive such training. GLCHS will notify the student’s resident school district if a student may need evaluation to determine eligibility for special education and will comply with that district’s practices and policies for referral of any student for evaluation.” (P. 33.) Applicant again demonstrates an understanding of school and district responsibilities to SpEd students. Exhibit IV discusses Applicant’s 504 plan.</p> <p>Regarding ELL students, Applicant will use the “Oregon Department of Education’s ELPA testing to determine proficiency for ELL students. At least one staff member will be trained to deliver this testing. The language arts remediation teacher will be trained to manage the ELL program and get the ESOL endorsement by the end of the first school year. The services that the language arts remediation teacher will focus on intensive, structured instruction on the forms and functions of the English for students with moderate levels of English proficiency. Sheltered instruction strategies will be used to meet the needs of marginally proficient language learners in academic content areas. Exiting the program will occur when the learner has achieved the expected level as measured by the ELPA.” (P. 34.) Applicant’s ELL plan is further discussed in Exhibit III.</p> <p>For TAG students, Applicant will comply with ORS 343.391 - 343.413, and rules adopted by the State Board of Education for implementing these statutes. By September 2010 the school will develop policies and procedures related to gifted/talented students. Talented and Gifted students will have opportunities to make exceptional academic gains, develop interests and skills through project based learning, internships, senior projects and all aspects of the school. Students with exceptional gifts in the arts will also be able to develop and excel in this school model.</p>	<p>Less clear on serving ELL.</p> <p>Applicant lists programs for TAG students, but it is not clear how Applicant will qualify its staff to serve TAG students.</p>

	GLCHS is pursuing a partnership with Portland Community College (PCC) to help interested and qualified students in grades 11 and 12 participate in PCC's Expanded Options Program." (P. 34.)	
How professional development needs will be identified and met.	Personalized PD Plan is well done. Applicant "anticipates that teachers will need focused training in the following areas: Waldorf methods, project-based learning, service learning, internship planning, advisories, arts integration, and adolescent cognitive development. The school will evaluate teachers, review test scores, and assimilate information from parent and student surveys to identify professional development needs." (P. 35.) In addition, each teacher will have a PD plan.	No mention of how teacher collaboration will occur
The proposed standards for student behavior and the proposed policies and procedures for discipline, suspension, and expulsion.	PBS. Applicant proposes to "implement a positive behavior support model for managing student behavior. According to a University of Oregon study, 95% of students will follow behavior guidelines if they know what the rules are. A guide to student behavior policies will be published in the student handbook and on the school's website. All staff will be expected to enforce this set of clear and consistent rules to help insure a safe environment. For serious offenses, GLCHS will comply with ORS 339.240-339.280. The GLCHS board will assign a committee to develop policies and procedures, including Standards for Behavior and a Description of Discipline, Suspension or Expulsion of students." (P. 35.)	
Alternative placements for students who are not succeeding.		
Child nutrition plan.	Applicant intends to provide an appropriate meals program. Depending on the facility, it may be provided on site. Applicant is investigating options for contracting with the district or other qualified vendors.	
Co-curricular activities.		Co-curricular activities are often important to students. It is not clear how and why Applicant came to this decision.
Counseling services.		
Transportation plan.	Applicant states that "[d]ue to the role transportation plays in recruiting and retaining the school's target enrollment, GLCHS's founding members are focused on finding a location convenient to TriMet and MAX from throughout the district." (P. 37.)	Applicant does not discuss the charter schools responsibility to provide student transportation or allowable exceptions such as existing bus routes if space is available. It is not clear that Applicant is aware of this requirement.

<p>Policies and procedures for student promotion and retention.</p>	<p>Applicant’s researched response is that” neither holding students back a grade nor promoting them unprepared fosters achievement. Studies indicate that retention negatively impacts students' behavior, attitude, and attendance and that social promotion undermines students’ futures when they fail to develop critical study and job-related skills.31 GLCHS is dedicated to total and continuous development of each student enrolled. Using the IPP as a guide, advisors whose students are low achieving will recommend early interventions (such as remedial tutoring, alternative assignments, and expanded learning opportunities) to complete coursework and demonstrate required skills and knowledge.” (P. 37.)</p>	
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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.

Rubric:

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Does Not Meet: The application addresses some or most of the section criteria, but does not provide adequate detail in the responses and/or responses demonstrate the applicant’s inability to successfully start and operate a charter school.

<p>Applicant: Golden Leaf Charter High School Reviewers: Kristen Miles, Sue Ann Higgins, Cliff Brush, Carla Gay, Sarah Singer, Joe Suggs Overall Rating for this section: <u> x </u> Meets <u> </u> Does Not Meet (6 Meets; 0 Does Not Meet)</p>		
<p>General Comments:</p>		
Rating Topics	Strengths	Weaknesses
<p>The school’s specific annual student performance goals. Explains how they are measurable and reasonable for the initial three years of operation.</p>	<p>Inclusion of additional, non-state assessment measures, including surveys, MAP, college readiness and success.</p> <p>Targets are very ambitious and optimistic.</p>	<p>Northwest Evaluation Association (NWEA)= MAP; not Northwest Testing Service.</p> <p>The “Academic Goals” section mentions tracking/reporting monthly progress, but most goals are annually measured. What else will be reported on a monthly basis?</p> <p>Goals 1-5 are reported quarterly, so presumably these specific goals are measured with MAP, but the measurement tool for these goals and targets is not clear.</p> <p>For goals 1-5, how is progress defined? How much growth on the assessment needs to occur, taking into account measurement error?</p> <p>Goal #6: What is meant by “District Benchmark scores?”</p> <p>Goal #8: What graduation rate calculation method is intended for this goal? (Cohort method per ODE?)</p> <p>Goal #9: How is “scoring well on indicators . . .” defined? Need some concrete thresholds to strengthen accountability on this goal.</p>

		<p>Reconsider the number of targets set at 100%. While these look great, and may be meaningful in some cases, they don't allow for occasional factors outside the school's control.</p> <p>Under "Comparisons with other schools . . ." on page 39, "School Report Card" presumably refers to "State Report Card" and wording should be changed accordingly for more clarity.</p> <p>Regarding surveys, is the plan to translate into any and all non-English languages, only those translated per PPS guidelines, or ? (Language here says <i>all</i>.)</p> <p>What are the guidelines for "academic progress"?</p>
<p>The school's other specific goals. Explains how they are measurable and reasonable. (Examples might include parent involvement or staff training or professional development.)</p>		<p>How will monthly academic progress be measured? Authentic assessments? MAP? Applicant states that "90% will show academic progress" – by what measure??</p> <p>Goal #2: Seems like a 1-time objective or task, not a performance goal. If it's intended as a performance goal, more clarity should be provided.</p> <p>Goal #4: Depending on how "referral rates" is defined, may want to re-think this goal as obtaining comparable data from other schools may be difficult at best right now. There are currently no consistent practices across the district for reporting non-major (i.e., suspensions/expulsions) referrals.</p> <p>Goal #5: Given that the starting point is unknown, why not set an initial goal for 95% attendance rather than "progress to" that number?</p> <p>Goal #9: A 90% response rate on a parent survey is quite high. Is this number based on experience? If not, might consider lowering it a bit initially.</p>
<p>The plan to collect, monitor, and evaluate student and school performance data.</p>	<p>MAP & OAKS; other measures of student engagement and progress are attained through surveys.</p> <p>The school is developing a management plan based on answering four essential questions correlated to the school's mission. The administrator will be asked to provide responses to these questions:</p> <p>1. Are the students learning the required academic and non-</p>	

	<p>academic skills?</p> <p>2. Are the students engaged in their learning?</p> <p>3. Are the students safe?</p> <p>4. Is the school on budget?</p>	
The plan to use student performance data to show the academic growth of students attending the charter school.	MAP & OAKS	
The plan to use student and school performance data to inform and adjust its education program, supports for learning, and accountability plan.	Applicant proposes to use the “Plan of Record,” an organizational tool that ”tracks performance on the various school and student performance indicators, and delineates improvement tasks, assigns responsibilities to project leaders, and states due dates. There will be a quarterly board review to monitor progress on the plan’s various projects and make any needed changes or adjustments.” (P. 41.)	
The plan to report student and school performance data to school staff and administration, to parents, to students, to the district, and to others in the school community.	Progress reports to parents/guardians quarterly; teacher review of student data monthly	
How the charter school will ensure that 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, and attendance at grades 3-8 and 10.	Applicant proposes that the components of its program such as its use of thematic interdisciplinary projects, core classes, integrated arts, main lessons, service learning and MAP testing will support students in making AYP.	
How the charter school will ensure that its 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.	Applicant asserts its supportive small school environment coupled with advisory, active family involvement and the program components above will ensure that the school meets its attendance goals.	
How the charter school will	Applicant proposes that the supports and program	

<p>ensure that it will retain an expected percentage of students, as defined by the school. How the applicant describes the expected retention rate and the methods by which the school will achieve this rate and retain enrolled students from year to year.</p>	<p>components described above will ensure that the school meets its student retention goal.</p>	
<p>How the charter school will ensure that its students, on average, will meet or exceed established grade- and subject-appropriate performance gains if 'safe harbor' is used.</p>		<p>The steps describing safe harbor targets here are a little confusing. It's not clear whether the intent was to restate the process ODE uses for establish safe harbor growth targets or of GLCHS is proposing something slightly different. It sounds like an additional calculation specific to GLCHS is being proposed, which is fine, but that should be made a little clearer.</p>
<p>How the charter school will ensure that it will make Adequate Yearly Progress, as established by the State of Oregon under the No Child Left Behind Act of 2001, toward meeting the minimum graduation requirements (high schools only).</p>	<p>Applicant asserts that the "personalized advisory process, the program's relevance to students' lives, and the arts-integrated, standards-based curriculum will be the primary factors in ensuring high graduation rates. Students' IPP will document students' earned credits and plans for meeting or exceeding minimum graduation requirements." (P. 43.)</p>	
<p>How the charter school will provide its students equal access to participation in its programs or activities.</p>	<p>Applicant would "set aside funds to insure economically disadvantaged students can participate in school activities. In addition, funds will be designated for any necessary facilities renovations Golden Leaf Charter High School 44 to make sure its location meets the accessibility requirements in accordance with the Americans with Disabilities Act." (Pp. 43-44.)</p>	
<p>How the school and student performance data may be used to make comparisons with other public schools in the district and the state.</p>	<p>As for all public Oregon schools, the primary comparison will be the data reported to the state to develop School Report Cards and AYP reports. However, "GLCHS is willing to cooperate with the district and other educational organizations in the development of common data sets to enable comparisons with other schools." (P. 44.)</p>	

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.

Rubric:

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Does Not Meet: The application addresses some or most of the section criteria, but does not provide adequate detail in the responses and/or responses demonstrate the applicant’s inability to successfully start and operate a charter school.

<p>Applicant: Golden Leaf Charter High School Reviewers: Kristen Miles, Sue Ann Higgins, Cliff Brush, Sarah Singer, Carla Gay, Sharie Lewis Overall Rating for this section: _x_ Meets Does Not Meet (5 Meets; 1 Does Not Meet)</p> <p>General Comments:</p>		
Rating Topics	Strengths	Weaknesses
The charter school’s financial and business plan:		
There is adequate evidence of the Applicant’s financial stability.	The application states that the school’s “proposed budgets are done conservatively, only recording the ADMw state funding.” (P. 44.)	Projected operating revenues and expenditures do not include proceeds and spending for the planning and implementation grants totaling \$450,000.
Proposed systems and procedures follow general accounting procedures.	The application states financial reporting will follow Generally Accepted Accounting Procedures. (P. 44.)	
The public charter school program review and fiscal audit will be conducted consistent with generally accepted procedures.	Applicant commits to a municipal audit “in accordance with ORS 338.095(2), the GLCHS will have an annual audit of the accounts prepared in accordance with the Municipal Audit Law, ORS 297.405 to 297.555 and 297.990.” (P. 44.)	
There is an adequate plan for performance bonding or insuring the public charter school, including buildings and liabilities.	Applicant presents a plan for insurance and performance bonding. If the application is approved, final requirements and amounts are subject to contract negotiations.	
Evidence that the school has qualified as an exempt organization under section 501(c)(3) of the Internal Revenue Code or that the school has applied for 501(c)(3) status is attached as Exhibit V.	Applicant has applied for 501(c)(3) status.	

The charter school's organizational and governance plan:		
The school's board of directors and qualifications on Table III indicate qualifications to advise and oversee the school's educational programs, budgeting and finance, accountability and improvement planning, marketing and community outreach, and other areas important to the development and operation of a public charter school.	The board of directors described on Table III indicates that they have the necessary qualifications.	
Bylaws are attached as Exhibit VI.	Attached.	
It is clear how the board was established and how it supports the school's mission, governance, and fiscal stability.	That is described at p. 45.	
The number of directors and the plan to train and recruit board members are appropriate.	The application states that there are "currently nine directors on the founding board. The school reserves the right to adjust the board to ensure flexibility and stability in the school. There will never be more than ten directors or less than three." (P. 46.)	That is inconsistent with the Bylaws, which state there will be from 5 to 15 directors. (P. 195.)
It is clear how the directors' roles are different from the administrators' roles.	That is clearly described at p. 46.	
It is clear how advisory, other committees will relate to the school's board and administration.	Four advisory committees are described at pp. 46-47: Academic, School Site Council, PR/Outreach and Fundraising/Grants.	It is not clear how the advisory committees' will relate to the school's board and administration in areas such as policy making.
The marketing and recruitment plan are consistent with the school's mission and goals. The plan is specifically designed to reach the school's target population(s).	Applicant's marketing plan is described in detail at p. 47.	Data presented at p. 10 show that approximately 80% of interested parents are Caucasian. The district encourages charter schools to seek enrollment that reflects district demographics. It is not clear how Applicant's marketing plan is designed to reach other demographic groups for the purposes of informing them about GLCHS and encouraging them to apply. Applicant suggests marketing to middle schools. Under Board policy, no school is permitted to market directly to another school in the district. Applicant suggests using posters, fliers, website, ads in the Oregonian and WW, and e-distribution of materials. Were fliers translated? Was there any outreach to include other

		<p>cultures and communities? There are equity issues inherent to heavy use of the web for marketing.</p> <p>Applicant proposes taking part in PPS Celebrate!, which no longer exists.</p>
<p>Student application, admission, and withdrawal policies and procedures are consistent with state charter school law, the school’s mission and goals, and the plan to serve the school’s target population(s).</p>	<p>Applicant commits to application, admission and withdrawal policies and procedures that are consistent with state laws. Applicant also commits to providing translators for families with limited or no English proficiency.</p>	<p>At p. 48 the application states that the “parent/guardian and student must sign a form to verify they have reviewed and understood the Standards for Behavior and a description of Discipline, Suspension or Expulsion policies.” Applicant should clarify the sanctions for failure to comply. Is that intended to be a barrier to enrollment?</p>
<p>The plan for the placement of public charter school teachers, other employees and students upon termination or nonrenewal of the charter is appropriate.</p>	<p>That is described at pp. 48-49.</p>	
<p>If the public charter school is established from an existing public school or portion of the school, there are proper arrangements for students and teachers and other school employees who chose not to attend or who choose not to be employed by the public charter school and a description of the relationship between the public charter school and its employees.</p>		
<p>The procedures and plans for the following:</p>		
<p>Use of unique district facilities (e.g. gymnasiums, athletic fields, computer labs).</p>	<p>There is no current plan to do so.</p>	
<p>Graduation exercises including public charter school student participation in district exercises.</p>	<p>Applicant intends to hold graduation ceremonies on site.</p>	<p>Explanation of who would and would not be eligible to participate would strengthen this section. For example, would students who are suspended but who have earned a diploma be allowed to participate? Students who owe fines or fees?</p>
<p>Admission of students expelled from another district for reasons other than a weapons policy violation.</p>	<p>Applicant describes its admissions policy at pp. 49-50.</p>	<p>It is not clear whether Applicant would make exceptions and would deny admission under specific circumstances.</p>
<p>Solicitation/advertising/fundraising by nonschool groups.</p>	<p>Applicant would require prior administrative approval.</p>	

Field trips.	Applicant proposes to draft and publish a field trip policy.	
Student publications.	Applicant proposes to make it clear that “GLCHS’s school board reserves the right to designate which publications and productions violate the rights of others and are not protected by the right of free expression, and therefore prohibit their publication and distribution.” Applicant also proposes to “[s]pecifically outline the types of materials that are prohibited. Provide rules, regulations, student rights and procedure for review.” (P. 50.)	Applicant is cautioned to seek counsel about recent developments related to student publications.
The proposed budget.		
Budget: projected revenues and expenditures are reasonable and adequate to fund the proposal.	<p>Seems reasonable and well-presented.</p> <p>Applicant submitted budget scenarios based on 5%, 7%, and 10% in SSF reductions from current amounts.</p> <p>Applicant submitted a low-enrollment scenario of 83 students and what would be cut in a case such as this.</p>	<p>Did not see translation or childcare services.</p> <p>Pre-Operational Budget *No amount is projected for legal fees, which may be considerable for a start-up. *The \$123,000 for Equipment and Supplies includes “rent to set up the school.” Applicant should confirm that as an allowable use of pre-operational grant funds.</p> <p>Operating Budget *The Operating Budget is incomplete because it does not include projected revenue and expenses from implementation grant funds. *Prior to public hearing, District should encourage Applicant to re-calculate projected revenue from the State School Fund based on current projections. *It is not clear where field trips are accounted for in this budget. *It is not clear if increases in salaries and wages are factored into the budget or at what rate. *No amount is budgeted for student transportation. Per ORS 338.145, Applicant will be “responsible for providing transportation to students who reside within the school district and who attend the public charter school.” (Subject to exceptions such as existing District bus routes if space is available and volunteered parent transportation.) A family’s inability to provide transportation may not be a barrier to enrollment. *No amount is budgeted for food or nutrition. That is inconsistent with Applicant’s meal plan described at p. 36. *No amounts are budgeted for professional development during the first two operational years. Applicant should clarify if that is because implementation grant funds and</p>

		<p>spending are not in this budget. *No amounts are budgeted for computer supplies and repairs during the first two operational years. Applicant should also clarify that. *Applicant should clarify the assumptions for rent costs (e.g. market rate, expenses included in the rent).</p> <p>Rent appears to be increasing each year. Do they intend to move each year?</p> <p>Director is budgeted at .5 FTE. Is this sufficient?</p>
<p>Optional.</p>		
<p>Optional Space Request Form completed.</p>	<p>NA</p>	



PORTLAND PUBLIC SCHOOLS

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Carole Smith
Superintendent

OFFICE OF THE SUPERINTENDENT

November 10, 2010

MEMORANDUM

TO: Subcommittee on Charter Schools

FROM: Carole Smith, Superintendent 

RE: **Charter School Proposal-Recommendation**
Global Learning Charter School

The success of Portland Public Schools' charter school program begins with a rigorous application and review process designed to recognize well-prepared applicants and aid them in understanding and planning for the many challenges of running a thriving charter school. Our most successful applicants have done a great deal of work on the front end of the process, showing strength in their proposed curriculum plan and educational program, financial and business plan, supports for learning, mission and vision, infrastructure, and accountability plan. The district has experienced the painful process of charter schools that have failed due to weakness in one or more of these areas, and it is both our goal and our responsibility to ensure that any approved charter school meets both statutory and district standards – to do what is best for kids.

I have considered the staff review of the application, and the Applicant's written responses to questions. I find that the application does not demonstrate the ability to provide a quality educational program or the capacity to successfully start and operate the proposed charter school. The Applicant also presents no quantifiable demand for the proposed program. For these reasons, I recommend that the Board deny the Applicant's charter school proposal.

The Applicant did not meet criteria in any applicable area. Furthermore, though the Applicant did respond to some questions in writing, the chief member of the development team did not attend the hearing, so the Board and staff could obtain no additional information about the application. Detailed comments about the application can be found in the staff review on file in the Board office.

Final Recommendation: This application does not meet the requirements set forth in ORS 338.055(2) and ORS 338.045(3) for charter school applications. I recommend the Board deny this application for Global Learning Charter School.

PPS Public Charter School Proposal Review Criteria: 2010

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." ORS 338.015. To implement the charter school law, the Portland Public Schools Board of Education adopted its Charter School Policy 6.70.010-P.

Review Process Components

The review process considers information required by ORSs 338.045 and 338.055 and District Policy 6.70.010-P and includes the following components:

1. A review of the proposal by an ad hoc staff committee composed of those with expertise in areas relevant to the charter proposal. This review will consist of:
 - An overall analysis by each reviewer with general impressions of the application.
 - Each reviewer's analysis of the section(s) of the proposal that are in his or her area(s) of expertise.
 - An ad hoc committee discussion of the entire application and each review area which results in a rating for each section based on a two point rubric of Meets or Does Not Meet.
 - **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.
 - **Does Not Meet:** The application addresses some or most of the section criteria, but does not provide adequate detail in the responses and/or the responses demonstrate the applicant's inability to successfully start and operate a charter school.
2. A structured interview with representatives of the applicant group if the ad hoc staff committee feels it is necessary. The purposes of such an interview are to:
 - Clarify information already provided.
 - Probe for greater understanding of the applicant's proposal.
 - Assess the capacity of the applicant group to start and successfully operate the proposed charter school.
3. The Charter Schools Manager may request additional information from the applicant during the review process. However, additional information will not be considered unless requested by the Charter Schools Manager.
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 the 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 full 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.

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.

Rubric:

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.

Does Not Meet: The application addresses some or most of the section criteria, but does not provide adequate detail in the responses and/or responses demonstrate the applicant’s inability to successfully start and operate a charter school.

<p>Applicant: Global Learning Reviewers: Kristen Miles, Sue Ann Higgins, Cliff Brush, Carla Gay, Sarah Singer Overall Rating for this section: _____ Meets ___x___ Does Not Meet (5 Does not Meet; 0 Meets)</p> <p>General Comments:</p>		
Rating Topics	Strengths	Weaknesses
Tables are complete: I, II A, II B, II C, and III.		<p>Surveys do not match stated target population.</p> <p>The Table II B explanation states that the applicant knows “from experience that home-schooled students are attracted by the style of curriculum we are offering and that in difficult economies, private school families look at charter schools as well.” It’s not clear what experience this refers to.</p> <p>Table II C states “No contractual agreements held with any of the people or organizations listed.” Although it may be reasonable that none would be made prior to approval, it is a reasonable to expect some would be made after approval.</p> <p>Specific examples of the directors’ experiences and qualifications would strengthen Table III. For example, it would help to know the name of Mr. Ahrens’ curriculum company and examples of districts or others it has served. It would also help to know where Ms. Asay has taught and the name of the local non-profit she helped with its alternative school. It would help to have similar information for the other directors listed.</p>
Grade levels and target student population(s) the proposal is	Will open as a K-5, adding grades 6-7 in the second year and grade 8 in the third year. First year enrollment is	Not convinced of need for this program.

intended to serve.	estimated at 145, growing to 200.	<p>Applicant states its enrollment estimate “takes into account optimal class sizes for academic reasons and financial stability.” A brief statement summarizing the academic and financial considerations would strengthen this section, as would a brief reference to academic research supporting reasons for the enrollment targets.</p> <p>A brief example of how applicant defines “low-achieving students” would help here.</p> <p>It would also help to have a brief description of how applicant’s proposal responds to the City of Portland’s identification of “outer Southeast Portland as a priority area for Children’s Investment Funds because the needs are so high and the service options so few.”</p> <p>Applicant states that it intends to attract students within 1-3 miles of school location.</p>
The proposed year the school would open and the term (one, two, or three years).	9/2011; 3 years	Applicant needs more time to think through the pedagogy and approach.
The proposed school calendar and annual hours of instruction, including the length of the school day and length of the school year, meet or exceed the minimum annual hours of instruction by grade levels required by Oregon Administrative Rule 501-022-1620, Required Instructional Time.	Applicant proposes to use PPS calendar.	It would help to see how applicant calculated that the proposed instructional hours would meet or exceed the requirements in the OAR on Required Instructional Time. The OAR requirements are different for specific grade ranges served.
The legal address, neighborhood location, and facilities for the proposed charter school, if known. If not known, the ideal location and facilities. How the known or ideal location and facilities will accommodate school’s operations and the targeted student population, including students or staff with disabilities, and meet state and	<p>Nice vision.</p> <p>Applicant is clear that a site has not been identified and that applicant has “talked with real estate people about costs and possible locations on the east side of the city, up and down the I-5 corridor, being sensitive to the location of other charter and alternative schools.”</p> <p>Space needs described seem reasonable based on the application.</p>	<p>No thoroughly researched locations and possibilities.</p> <p>Accessibility to public transportation not mentioned as a criteria.</p> <p>In the past, PPS Board members have expressed a desire to know the quadrant or neighborhood that an applicant intends to locate in.</p>

district standards for schools.		
The plan to provide for any future space needs.	NA	
Table II C. The name(s) of primary person(s) and/or organization(s) responsible to implement the proposal. Their experiences and qualifications. Their involvement in the school's operation throughout the proposed term of the charter. At least three letters of reference for each primary person and/or organization from people familiar with the required educational and organizational experience.	<p>Some educational background.</p> <p>The experiences and qualifications described are consistent with the target population and education program described in the application.</p>	<p>Very little administrative experience.</p> <p>As with Table III above, specific examples of each individuals' experiences and qualifications would strengthen Table II C. For example, it would help to know the name of Mr. Ahrens' curriculum company and examples of districts or others it has served. It would also help to know where Ms. Asay has taught and the name of the local non-profit she helped with its alternative school. It would help to have similar information for other individuals listed, for example Mr. Ryer (Is he recognized as an expert by others?) and Ms. Grogan (How, where did she acquire knowledge about designing parent communications?).</p> <p>Given that charter schools often struggle financially, it would help to know more about experience with budgets and finance.</p> <p>There is very unspecific info about the developers or their future commitments to the school. No evident specific expertise in finance, law, management, etc.</p> <p>Some reference letters are from 2002 or 2003, and are for specific job openings at PPS. One is a staff evaluation.</p>
Why a public charter school was selected as the desired educational option for the proposed target population(s). Compares and contrasts the charter school option to other options already available in the district.	<p>Target population.</p> <p>Applicant chooses the charter option because it provides "the flexibility of adapting quickly to changing situations while staying true to the mission of the charter."</p>	<p>Pedagogy doesn't speak to anything different that they'll do with low-achieving kids. Applicant states: "If, as we hope, the majority of our students are low achieving or at risk students, the district schools from which they come may benefit by not having to use the extra energy on that population." (4)</p> <p>This application sounds more like a CBO proposal than a charter school.</p> <p>Applicant does not compare and contrast the charter option to other specific options already available in the district. For example, PPS offers a variety of programs for low-income, educationally disadvantaged students and the immigrant and refugee students through Title I and SUN schools. Applicant</p>

		<p>could have compared and contrasted its proposal to programs in a sampling of those schools.</p> <p>Includes references to research that are not cited.</p>
Table II A, Potential Charter School Students Attending Portland Public Schools		<p>No data to back up how they know these are the students who would attend.</p> <p>Applicant assumes Arleta would be the school affected.</p>
Table II B, Potential Charter School Students Who are Home or Privately Schooled		<p>Unclear as to how the presented numbers were gathered.</p> <p>It is not clear why home or privately schooled students would come only from the David Douglas School District and not from other area districts.</p>
Table II C, Support for the Proposed Charter Schools by Educators and Community Members		
<p>How quantifiable data from Tables II A, B, and C demonstrate sufficient demand for the proposed charter school from teachers, parents, students, and other community members. Evidence of parent and student support represents students who will be in the grade levels served by the proposed charter school during the proposed term. Any parent surveys include (among other questions) the number of potential students in each household, where the student(s) attend(s) school currently, and the student's current grade.</p>	<p>The general marketing plan appears designed to reach the target populations.</p>	<p>No evidence of surveys.</p> <p>Not clear as to how sufficient demand was quantified.</p> <p>The application states “We are going on the assumption that in a K-5 school the majority of students would come from schools and communities near GLS. Our numbers are based on schools with high levels of international and low achieving students.” It would help to know examples of which schools applicant analyzed to support that statement and whether those schools served similar grade ranges.</p> <p>“The data from Survey Monkey was not kept and was done almost a year ago.” If so, it is not clear why the survey is cited in this section.</p> <p>It is helpful to the reader to fully name organizations before using initialings or acronyms (e.g. IRCO, ROSS).</p> <p>It would help to know examples of churches mentioned in this section.</p> <p>There is no data to support demand in this section. Applicant plans to market to elementary schools, which is prohibited by</p>

		<p>Board policy. Applicant references an online survey conducted over a year ago, but the data was not saved or submitted.</p> <p>Applicant focuses on recruiting schools that are within 3 miles of their location, but they have no location.</p>
<p>How the potential pools of students in Tables II A and B represents the proposed charter school's grade levels and target population(s).</p>		<p>Unclear. How does the group represent the proposed target population?</p> <p>This section does not specifically respond to the prompt. For example, it could have briefly explained how the data in the tables represents the grade levels and target populations the proposal intends to serve.</p> <p>Applicant says it cannot predict students by grade.</p>
<p>Tables II A and B. The names and locations of district schools where enrollment trends may be affected if the proposed charter school opens. How enrollment trends would be affected.</p>		<p>The application states that "During the first year, the Kelly, Whitman, Woodmere, Lent, Lewis, and Arleta would probably be impacted most since they are within a few miles of the GLS. Marysville, Clark and Bridger may also be impacted because of the larger number of low achieving students." Since the proposed site location isn't identified, it's not clear which would be within a few miles of GLS. It's also not clear how GLS identifies schools as having "large numbers of low achieving students" or why that alone impacts a school's enrollment.</p> <p>The application also states "Since GLS is targeting subgroups of students, we do not anticipate a significant impact on any given school." It is not clear how or why applicant arrived at that conclusion. It is also not clear how that statement is consistent with the statements about the schools listed above.</p>
<p>Assures the school's compliance with all applicable state statutes and regulations and applicable district policies and administrative directives and procedures and its cooperation with district staff at all levels.</p>	<p>Minimally but doesn't detail what those compliance pieces are.</p>	

II. Mission Statement and Purpose: They should define the character of the charter school. They should be the driving force behind the proposal and be reflected throughout. They should answer these questions.

- Who are we?
- Who do we serve?
- What will we provide?
- How will we provide it?

Rubric:

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.

Does Not Meet: The application addresses some or most of the section criteria, but does not provide adequate detail in the responses and/or responses demonstrate the applicant’s inability to successfully start and operate a charter school.

<p>Applicant: Global Learning Reviewers: Kristen Miles, Sue Ann Higgins, Cliff Brush, Carla Gay, Sarah Singer Overall Rating for this section: _____ Meets <u> x </u> Does Not Meet (4 Does Not Meet; 1 Meets)</p> <p>General Comments:</p>		
Rating Topics	Strengths	Weaknesses
The proposed school’s mission statement.	This is clear.	The application uses the phrase “ethics-based learning community” but does not explain the meaning of that phrase here or in other sections.
How the school furthers the district’s mission, core values, and strategic objectives.	The application asserts GLS will provide supports in seven ways through its curriculum, technology, emphasis on personal and interpersonal development, and instructional program.	Through lots of the same methods that are currently being used in-district. Brief but specific examples or explanations in some parts would strengthen this section. For example, what is a type of project with a “distinct social and environmental justice emphasis” that allows students to “witness the effects they have on their communities”? What is an example of how GLS will integrate arts into all school topics? What is an example of how “GLS professionals use current and developing methods for assessing effectiveness of teaching, make strategic changes including follow up evaluation, and concretize results”? Applicant mentions potential for starting a virtual school, but provides no data and very little info on this idea.
How the school enhances the	Serving low-achieving & ELL students highlights that all	“High quality literacy instruction” but doesn’t say what that

district's educational program and the student achievement policy.	students can learn.; service learning, technology, arts	is. This section is highly unspecific.
How the school minimizes barriers to equal access and meet the needs of all students.	They seem to have a narrow focus on low-achieving and ELL students	Ideally, a charter school will be prepared to engage all students and they give some mention to high-achieving students but that is not who they want to serve. They don't seem to have a strategy for serving those students. It is not clear that applicant has identified barriers to equal access. The application states that "Using research proven strategies these students [sic], GLS will provide access to high quality learning opportunities." It would help to have an example researched strategy with a citation to the research.
Table II C: How educators and community members demonstrated and continue to demonstrate sustainable levels of support for the proposed charter school.		
Who has been involved in the planning and development process for the proposed charter school. Includes any district staff consulted regarding this proposal.	Developers have a variety of diverse roles. IRCO has volunteered to advise and help.	The same people who will be employed by the charter. No discussion/mention of consulting with district staff on any part of the proposal. Ideally, there should be more clarification of the exact role of the supporters of this application. Developers have unspecific qualifications. Applicant also cites someone committed to design and construction in this section, but claims they will lease a building in another section.
Their qualifications to support the planning and development of the proposed charter school.		Unclear as to whether any involved people have fundraising or accounting experience.
How they were involved.		Unclear what the level of involvement has been. There is a concern that there are so many typos and grammatical errors in the application. Did anyone from the proposed board proof-read before submission? If not, it could be a sign that they have not been particularly involved in other key aspects of planning. While they are listed as team members, specific contributions are not clear for some (e.g. S. Rodgers, C. O'Connar, K. Asay, H. Burns).
The developers' continuing commitments to support the on-		

going operation of the proposed charter school.		
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III. Educational Program: This is the “heart” of the charter proposal. It should be closely aligned with the school’s mission and clearly outline what the students in the school should learn to know and be able to do. The educational program should be a comprehensive plan based on sound and effective models and/or approaches that will result in increased learning and achievement.

Rubric:

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.

Does Not Meet: The application addresses some or most of the section criteria, but does not provide adequate detail in the responses and/or responses demonstrate the applicant’s inability to successfully start and operate a charter school.

<p>Applicant: Global Learning Reviewers: Kristen Miles, Sue Ann Higgins, Cliff Brush, Carla Gay, Sarah Singer Overall Rating for this section: _____ Meets <u> x </u> Does Not Meet (5 Does Not Meet; 0 Meets)</p> <p>General Comments:</p>		
Rating Topics	Strengths	Weaknesses
<p>The curricular focus or instructional theme, including any distinctive learning or teaching techniques to be used.</p>	<p>Project based learning, differentiated instruction, technology.</p> <p>GLS proposes to synthesize “research-based strategies into a unique educational framework that will be woven into a powerful learning program which includes project based learning, integrated thematic curriculum, service learning, differentiated instruction, family and community education and integration of technology.”</p> <p>Global perspectives, relationships, and the use of technology at the core of student learning.</p>	<p>Applicant proposes nothing distinctive.</p> <p>Applicant does not cite any supporting research.</p> <p>Applicant notes “innovative and evidence-based strategies”, but there is no evidence cited, and no obvious innovation.</p>
<p>Alignment of the proposed curriculum and materials to state content and performance standards at the grade levels to be served: Exhibit I.</p>	<p>They say they have a living matrix of how curriculum is aligned to standards.</p> <p>Applicant provides a comprehensive listing of standards.</p>	<p>This area is vague.</p> <p>Though Exhibit I matches titles of materials to standards, it does not provide curriculum descriptions or alignments to grade levels.</p> <p>The application uses the term “‘living’ matrix” but does not clearly explain or give an example of what that is and how it will work.</p>

		<p>Applicant notes it will provide a comprehensive table “upon request”.</p> <p>Paul Ahrens, one of the developers of the application, designed the LITArt curriculum, yet there are no examples of this curriculum provided.</p>
<p>The instructional materials that have been selected for the grade levels to be served and the explanation of the criteria for the selections: Exhibit II.</p>		<p>They don’t have curriculum selected.</p> <p>It is not always clear which materials are selected, which are under review, and which will be used at specific grade levels.</p> <p>There are no examples from the curriculum in review.</p>
<p>How the instructional program will support all students in meeting state content standards and benchmarks. If replicating or using an existing program, provides data showing the program’s measurable affects on students’ academic achievement.</p>	<p>The application describes the learning assessment blocks, and it commits to following state benchmarks and standards. It commits to putting extra effort into working with GLS’s target populations. It also mentions use of “internal and state level assessments” to measure student academic performance in relationship to benchmarks.</p>	<p>Is the applicant proposing a program that will add value over current options available?</p> <p>The application does not explain <u>how</u> the program described will support all students in meeting state content standards and benchmarks.</p> <p>There is a citation to Slavin, but the cite doesn’t give the work’s title, and there’s no bibliography for reference.</p> <p>An example of an “internal” assessment would strengthen this part.</p> <p>Applicant makes references to assessment tools with no detail. It is unclear as to whether LABS was created by the applicant or another entity. There is no rubric included.</p>
<p>How the instructional program will be differentiated or otherwise designed and implemented to meet the needs of academically low achieving, special education, ELL, and TAG students. Indicates which languages the school will use to provide instruction. If replicating or using an existing program, provides data showing the program’s measurable affects on students’ academic achievement.</p>	<p>ELL students will be served by staff who speak the primary language of enrolled population.</p> <p>The application state that “GLS anticipates that it will serve students with a wide range of learning styles and readiness levels. During the curriculum development period in the summer prior to the opening of GLS our teachers will create differentiated instruction for low achieving, ELL, TAG, and special education students. These curricular pieces will use evidence based strategies.”</p> <p>It also states that “GLS will seek to have staff or assistants who can speak the primary language of our enrolled student population.”</p>	<p>TAG students’ needs not clearly identified.</p> <p>The application does not cite examples of “evidence based strategies” or provide data showing how the strategies have had measurable effects on students’ academic achievement.</p> <p>How will the applicant ensure that all teachers speak the students’ primary languages if that is how they intend to serve ELL?</p>
<p>How the proposed curricula,</p>		<p>Applicant answered in the form of a table, but it is unclear</p>

methods, and materials are based on sound and effective models or approaches that will result in increased learning and achievement. If replicating or using an existing program, provides data showing the program's measurable affects on students' academic achievement.		<p>exactly what this table describes. Not sufficient information.</p> <p>See the Table under part III, 6.</p> <p>*What is TIS? Should that be GLS?</p> <p>*It is not clear how the criteria align with GLS's curricula, methods and materials. (Column headings may have helped.)</p> <p>*The citations are incomplete, and there's no bibliography for reference.</p> <p>*If this is a replication or existing program, there are no data showing the program's measurable affects on students' academic achievement.</p>
Explains how the proposed charter school will achieve the Oregon legislature's goals for charter schools in ORS 338.015. If replicating or using an existing program, the application provides data showing the program's measurable affects on students' academic achievement.		
Increase student learning and achievement.	Applicant intends to reach this through "School size, creating relationships, sharing information learned with other educational communities and seeking out strategies that have been proven to work with the target populations all meet these criteria."	<p>Not enough detail.</p> <p>No cited research to support claims.</p>
Increase choices of learning opportunities for students.	GLS intends to achieve this through project and service based learning.	<p>Not enough detail.</p> <p>What are "on-the-spot modifications"?</p>
Better meet individual student academic needs and interests.	GLS intends to achieve this "through a flexible and customized curriculum that is based, in part, on students' interests and prior experiences."	Not enough detail.
Build stronger working relationships among educators, parents and other community members.	GLS intends to achieve this through "meaningful school, family, and community partnerships to capitalize on community skills and knowledge."	<p>Not enough detail.</p> <p>In part III, 7 D, the application states "Workshops will be required of parents as they accept enrollment of their child in the school." Applicant must clarify the meaning of that statement. Requirements such as that may not be used as prior conditions for enrollment.</p>
Encourage the use of different and innovative learning methods that are not already provided by the district.	GLS proposes to function as a professional learning community.	<p>Not enough detail.</p> <p>This section does not respond to the prompt by giving examples of "different and innovative learning methods that are not already provided by the district." The strategies described in part III, 1 are available at different regular, alternative and charter schools and programs across the district.</p>
Provide opportunities in small learning environments for flexibility and innovation, which	GLS has a goal of becoming "a national model for effective schools serving traditionally 'hard to reach' student populations."	Applicant intends to provide a lab school, but it is unclear what for.

may be applied, if proven effective, to other public schools.		This part does not describe <u>how</u> GLS will achieve its goal of becoming a national model.
Create new professional opportunities for teachers.	GLS will use “an array of professional development techniques organized into a four-tiered framework (information, application, refinement, and institutionalization) to deliver effective training and support experiences that directly reflect the needs and desires of individual teachers.”	The 4-tiered approach doesn’t discuss how teachers will receive better PD. GLS “expects its staff to actively pursue their own learning and share their experiences with a national network.” This part does not give an example of such a network. It is not clear hear whether this is a condition of employment at GLS.
Establish additional forms of accountability for schools.	GLS proposes that additional forms of accountability for the school will include “having a board of directors, opportunities for input for community leaders, and student and family surveys.”	Applicant cites “having a board of directors” and “student and family surveys” as their additional forms of accountability.
Create innovative measurement tools.	Proposed instructional LABS will include “rubrics tied to standards based learning goals.” GLS also anticipates using “a portfolio method of assessing student achievement over time.”	Ideas are not well-developed.
Offer students comprehensive instruction in mathematics, science, English, history, geography, economics, civics, physical education, health, the arts and second languages that meets the academic content standards adopted by the State Board of Education and meets other requirements adopted by the State Board of Education and the board of the public charter school.	The application states GLS will align all curricula with state standards and benchmarks and “will minimally cover all content areas required by the state.”	A brief description of <u>how and where</u> the GLS program will provide that instruction would strengthen this part.

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 school’s mission and educational program.

Rubric:

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.

Does Not Meet: The application addresses some or most of the section criteria, but does not provide adequate detail in the responses and/or responses demonstrate the applicant’s inability to successfully start and operate a charter school.

Applicant: Global Learning Reviewers: Kristen Miles, Sue Ann Higgins, Cliff Brush, Carla Gay, Sarah Singer Overall Rating for this section: _____ Meets <u> x </u> Does Not Meet (4 Does Not Meet; 1 Meets)		
General Comments:		
Rating Topics	Strengths	Weaknesses
The key employment requirements and qualifications for each type of staffing position.		
Teachers.	The application states that “initial teaching GLS teaching staff will have three or more years of teaching experience; the demonstrated ability to effectively create and adapt curriculum to meet needs of learners; knowledge of English As a Second Language (ESL) Learners; special aptitude in one or more content areas; positive letters of reference from previous positions; and a willingness to participate in the administration and management of the school.” High standards.	The application also states that “Although it will not be not required for employment at GLS, we will give first preference to highly qualified teachers as defined by No Child Left Behind.” Applicant should be aware that in Oregon, charter teachers are required to be HQ and that will be a condition of any contract with PPS.
Teaching assistants.	“All staff will go through a criminal background check.” “GLS teaching assistants are required to have had experience in the classroom of the age with which they will be working. Special aptitude in one or more content areas is preferred and positive letters of reference from previous positions are also required.”	It would help to clarify what is meant by “special aptitude.”
Counselors.	GLS does not intend to hire this position.	Who will ensure that students are on track to graduate?
Principals, directors, managers, and any other administrators. If any administrators have been	“Those holding administrative positions will have strong curriculum and instructional leadership skills and positive letters of reference from previous positions.”	Who will handle business and finance? Are they qualified to run a school?

identified or selected, provides their names and qualifications.		Licensing or registration requirements are not clear.
Support staff.	“Support staff will be required to have two or more years of experience working in educational settings or a comparable environment.”	What support staff in particular will be hired? What are their roles?
Others.	“All staff will go through a criminal background check and outside companies that may be hired (for custodial services) will have to ensure background checks have been completed for those being around children.”	
Explanations of:		
How staff will be qualified to identify and serve special education, ESL, and TAG students, including ELL plan of service and 504 plan.	The application asserts that “the curriculum itself is well suited to serving the needs of ELL, TAG and special needs students. The project based and cross-disciplinary projects easily allow for differentiation for these groups. All GLS staff will participate in professional development sessions where they learn how to identify and serve special education, ELL, and TAG students. Effort will be made to hire teachers with the ability to adapt and create curriculum to meet student needs. Our hiring criteria includes [sic] having people who already have these skills.”	The applicants appear to proposed that TAG identification will be done by students scoring highly on one of several tests. This section is vague.
How professional development needs will be identified and met.	The application states that professional development needs “are based on four things: 1) teacher identified professional development needs; 2) areas of need identified by the administrator; 3) student achievement data and 4) the annual school profile and improvement review. Throughout the year teachers will suggest professional development needs. “ It also states that “GLS staff will participate in a minimum of 30-50 hours of training and professional development during the academic year and a 40 hours [sic] of pre-service training. The GLS will seek opportunities to both attend and lead workshops on a national level that will impact the school and share what we have learned.”	Feels very scattered. There is the 4 tier approach and then the teacher led requests.
The proposed standards for student behavior and the proposed policies and procedures for discipline, suspension, and expulsion.	The proposed standards for student behavior include specific expectations for in and outside classroom activities. GLS proposes to adopt the district’s suspension and expulsion policies.	Very strict. Nothing about positive interventions. All about consequences. It is not clear how GLS will apply expectations such as “Raise your hand and wait to be called upon before speaking or leaving your seat” or “Work quietly and courteously” consistent with project based and service learning models.
Alternative placements for	“GLS will work cooperatively with PPS to ensure that,	

students who are not succeeding.	when warranted, we can place students in alternative educational settings.”	
Child nutrition plan.	“GLS seeks to partner with one or more local providers to ensure healthy breakfasts and lunches are available for any students wishing to participate. Our desire is to make these meals as affordable as possible. We will honor all students who need a free and reduced breakfast and lunch.”	GLS should clarify how GLS would provide its nutrition services within its projected budget. It would help to know which, if any, local providers GLS has contacted to estimate costs of services.
Co-curricular activities.	GLS expects to provide “access to a compelling array of co-curricular activities. Many of the options will be in depth extensions of school-based learning opportunities. For example, students creating video interviews for a social studies lesson may be encouraged to enroll in video production class after school. The specific offerings will be based on a survey of the students actually enrolled at GLS but will likely include: sports/athletics, clubs, after school special events, theater, art, and music. In some cases, co-curricular activities will be conducted by school staff. However, many will be carried out in conjunction with existing providers and non-profit organizations such as Ethos Inc. “	GLS should clarify how it will provide those opportunities within its projected budget. For example, will GLS pay staff for extended hours to provide those opportunities to GLS students?
Counseling services.	The application states: “In general, counseling is provided by teachers. Each GLS teacher will receive professional development focused on counseling skills, effective communication, planning, time management, and goal setting.”	Counseling is up to the teachers, which seems like a great deal to handle. GLS should clarify how it will provide those counseling services and the supporting PD within its projected budget.
Transportation plan.	GLS “will be located with a quarter mile of public transit. In addition, GLS will facilitate a ride-sharing cooperative for parents to support car-pooling to get students to and from the school. GLS will be open to providing Tri-Met passes for students.”	The plan does not address the fact that GLS would be responsible to provide transportation, though it may do that through a variety of ways, including existing district bus routes if spaces are available. GLS should clarify how it will provide transportation services for all students within its projected budget.
Policies and procedures for student promotion and retention.	GLS will follow the policy adopted by the Portland Public Schools 4.20.010-P.	No discussion of best practices.

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.

Rubric:

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.

Does Not Meet: The application addresses some or most of the section criteria, but does not provide adequate detail in the responses and/or responses demonstrate the applicant’s inability to successfully start and operate a charter school.

<p>Applicant: Global Learning Reviewers: Kristen Miles, Sue Ann Higgins, Cliff Brush, Joe Suggs, Carla Gay Overall Rating for this section: _____ Meets ___x___ Does Not Meet (3 Does Not Meet; 2 Meets)</p>		
<p>General Comments:</p>		
Rating Topics	Strengths	Weaknesses
<p>The school’s specific annual student performance goals. Explains how they are measurable and reasonable for the initial three years of operation.</p>	<p>Goal #4 introduces an accountability goal not tied to state assessments or other state accountability measures (e.g., attendance).</p> <p>The goals are specific, measurable and time based. GLS asserts they are reasonable given the time allowed for students who attend GLS consecutive years to achieve them.</p>	<p>Goal #1: Language could be clearer about which subjects are in this goal. Plan states “all content areas as measured by state assessment tests.” ODE has assessments available for math, reading, writing (grades 4 & 7), science (grades 5 & 8) and social sciences (optional for grades 5 & 8). Which specific assessments are included in this goal?</p> <p>Goal #2: Target in this goal matches AYP target. However, AYP targets (increasing by 10% each year up to 100% in 2013-14) are for all students and this document specifies these targets only for students enrolled in GLS for 2 consecutive years.</p> <p>Goal #3: AYP target for 2013-14 is 100%. This goal is set at 95% and only for students enrolled for 3 consecutive years (see note above). Given that meeting AYP targets is a requirement of charter schools, these goals should at least equal AYP targets at a minimum.</p> <p>Goal #4: Could use a little more detail on what is meant by “a technology skills performance assessment.” Has one already been selected? If so, are there targets that can be specified in this document as they are for the LitART rubrics?</p>

		<p>In this part, the application states GLS will serve “a student population comprised of at least 50 percent of students who are defined as at-risk, immigrants or refugees, low achievers, or ELL.” In part I, 2 B, it states GLS will serve “students with the greatest educational needs, specifically low-achieving students, English Language Learners, and students who have not experienced success in traditional public school settings.” The two descriptions are not quite the same. GLS should be asked to clarify its description of its target population.</p>
<p>The school’s other specific goals. Explains how they are measurable and reasonable. (Examples might include parent involvement or staff training or professional development.)</p>	<p>Other goals appear to be based on experience and are ambitious but backed by past success on similar goals.</p> <p>The goals are specific, measurable and time based. GLS asserts they are reasonable because the lead application developer has run a charter school.</p>	<p>This area is not covered satisfactorily.</p> <p>It would help to know which charter school(s) the developer has started or run.</p> <p>GLS should clarify how it will provide the inservice trainings and shared administrative model within its projected budget.</p>
<p>The plan to collect, monitor, and evaluate student and school performance data.</p>	<p>Inclusion of an external evaluator. Provides for more objective assessment.</p> <p>Additional academic measures are specified in this section.</p> <p>GLS will contract with RMC Research Corporation to assist with collection, monitoring, and evaluation of student and school performance data. The district is familiar with RMC’s work.</p> <p>In addition, “GLS teachers will administer vocabulary, fluency, and reading comprehension assessments on a</p>	<p>Does not address specific tools.</p> <p>A more concrete timeline and list of assessment tools, who’s responsible for collecting, etc. would strengthen this section. Explanation of why this is provided for the additional academic measures is provided, but a more detailed plan could be provided for the annual performance measures identified above.</p> <p>Consider developing goals/targets for the additional academic measures.</p>

	monthly basis to track reading progress. An assessment matrix will be developed upon approval of the charter. The matrix will include a complete calendar of all assessments by grade, content, date of administration, persons responsible for administrating, and reporting requirement.”	If known, names of the vocabulary, fluency and comprehension assessments selected or under consideration would strengthen this section. So would a brief description of the structure and function of the assessment matrix.
The plan to use student performance data to show the academic growth of students attending the charter school.	GLS proposes an annual report profiling the program, services and student performance. GLS also proposes a system of pre and post testing. In addition, GLS proposes to “work with PPS to identify a matched comparison group so we can better investigate the potential impact of GLS’s educational program.”	Plan talks about 4 sections and only 3 are clearly identified. What’s the 4 th section? Consider incorporating more frequent looks at academic growth (include the additional academic measures) not limiting to the annually reported measures. While the measures aren’t yet identified consider outlining a plan for reviewing and sharing those data.
The plan to use student and school performance data to inform and adjust its education program, supports for learning, and accountability plan.	GLS proposes to use the data collected above to create and adjust action plans, which would require board approval. Use of advisory boards.	Paul Ahrens is a founding member and the “outside” evaluator? While advisory boards are a good idea, it seems like there should also be a regularly scheduled and more frequent collaboration and planning meeting involving the staff.
The plan to report student and school performance data to school staff and administration, to parents, to students, to the district, and to others in the school community.	GLS would “provide quarterly reports to the district and parents that describes [sic] our progress toward school goals and student achievement goals. This report will include steps we are taking to address problem areas. In addition, all reports not child specific will be readily available on our website. We also hope to implement grading software with an online component so students and parents can easily access information on student progress.”	
How the charter school will ensure that 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, and attendance at grades 3-8 and 10.	GLS asserts its “educational program, learning supports, quality of staff, staff training, hours of instruction, and supplemental online resources are all designed to achieve this outcome.”	Not sufficient information The applications states: “Our connecting with other schools involved with these targeted populations around the country will also help us find the best means of creating successful students.” Those connections are not clearly described in the application. Applicant should be asked to clarify. Applicant cites that it will use “online resources”. What are these resources?

How the charter school will ensure that its 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.	<p>GLS proposes that its program will encourage attendance. In addition, "GLS will communicate directly and repeatedly the importance of attendance." GLS will also "recognize students for perfect monthly attendance and perfect annual attendance." Teachers "will call/email the parent of a child who is absent more than once in any 30 day period to see why type of student is absent." GLS will provide an assessment report "correlating student performance to attendance in order to explore the relationship between the two factors."</p> <p>Applicant intends to ensure this with a compelling program and an emphasis on the importance of attendance.</p>	Not sufficient information
How the charter school will ensure that it will retain an expected percentage of students, as defined by the school. How the applicant describes the expected retention rate and the methods by which the school will achieve this rate and retain enrolled students from year to year.	GLS expects a retention rate of more than 95% due to its program and plans to develop relationships with its students and families.	<p>Not sufficient information.</p> <p>This section is vague.</p>
How the charter school will ensure that its students, on average, will meet or exceed established grade- and subject-appropriate performance gains if 'safe harbor' is used.	GLS proposes that its classroom assessment system will allow it to "intervene and provide additional assistance before a student is able to 'fall through the cracks.'"	<p>Not sufficient information.</p> <p>This section is vague.</p>
How the charter school will ensure that it will make Adequate Yearly Progress, as established by the State of Oregon under the No Child Left Behind Act of 2001, toward meeting the minimum graduation requirements (high schools only).	NA	Not sufficient information

How the charter school will provide its students equal access to participation in its programs or activities.	The application asserts that will “provide all students equal access to participate in all of its program and activities.”	Applicant is not specific about proposed activities.
How the school and student performance data may be used to make comparisons with other public schools in the district and the state.	“GLS, like any other public school, will have state assessment data available for making comparisons with other public schools in the district and state.”	Not sufficient information

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.

Rubric:

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.

Does Not Meet: The application addresses some or most of the section criteria, but does not provide adequate detail in the responses and/or responses demonstrate the applicant’s inability to successfully start and operate a charter school.

Applicant: Global Learning Reviewers: Kristen Miles, Cliff Brush, Sarah Singer, Sharie Lewis Overall Rating for this section: _____ Meets <u> x </u> Does Not Meet (3 Does Not Meet; 1 Meets)		
General Comments:		
Rating Topics	Strengths	Weaknesses
The charter school’s financial and business plan:		
There is adequate evidence of the Applicant’s financial stability.	Applicant asserts it shows “a five year budget putting GLS in the black every year. One of our directors has run a financially successful charter school in the past and others have run successful businesses. We will seek board members with financial experience.”	
Proposed systems and procedures follow general accounting procedures.	Applicant asserts it will hire a CPA and bookkeeper.	Applicant does not commit to following Generally Accepted Accounting Procedures (GAAP).
The public charter school program review and fiscal audit will be conducted consistent with generally accepted procedures.	The CPA will conduct the annual audit.	Applicant does not acknowledge that this is a municipal audit per ORS Chapter 338.
There is an adequate plan for performance bonding or insuring the public charter school, including buildings and liabilities.	GLS commits to insurance and bonding. (Actual amounts would be negotiated in a charter contract.)	
Evidence that the school has qualified as an exempt organization under section 501(c)(3) of the Internal Revenue Code or that the school has applied for 501(c)(3) status is attached as		Has GLS actually applied for 501(c)(3) status or only filled out an application form?

Exhibit V.		
The charter school's organizational and governance plan:		
The school's board of directors and qualifications on Table III indicate qualifications to advise and oversee the school's educational programs, budgeting and finance, accountability and improvement planning, marketing and community outreach, and other areas important to the development and operation of a public charter school.	Table III indicates the directors are qualified to advise and oversee the educational program. Table III is not as clear that they are qualified in other areas. However, information from other sections of the application supports their ability to take on those responsibilities.	
Bylaws are attached as Exhibit VI.	Attached.	
It is clear how the board was established and how it supports the school's mission, governance, and fiscal stability.	Clear.	It is not clear whether GLS has considered if and how it may include students in board activities.
The number of directors and the plan to train and recruit board members are appropriate.	Clear.	
It is clear how the directors' roles are different from the administrators' roles.	Directors set policy; administrators carry them out and oversee daily operations.	
It is clear how advisory, other committees will relate to the school's board and administration.	It is clear advisory committees do not set policy.	
The marketing and recruitment plan are consistent with the school's mission and goals. The plan is specifically designed to reach the school's target population(s).	The plan includes media, "word of mouth" and personal contacts with individuals and at community centers.	This section is highly unspecific.
Student application, admission, and withdrawal policies and procedures are consistent with state charter school law, the school's mission and goals, and the plan to serve the school's target population(s).	Is consistent with the ORS. (In part, quotes from the ORS and should cite to it.)	Does not address plan to serve target population.
The plan for the placement of public charter school teachers, other employees and students upon	GLS commits to assisting staff find other employment and to clarifying to applicants the conditions of employment in a charter school.	

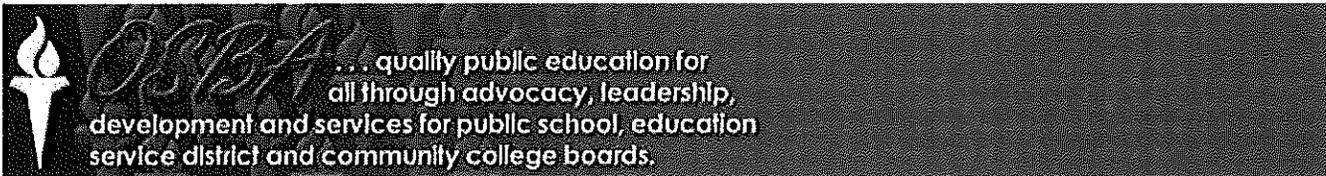
Portland Public Schools

Charter Application Criteria

termination or nonrenewal of the charter is appropriate.		
If the public charter school is established from an existing public school or portion of the school, there are proper arrangements for students and teachers and other school employees who chose not to attend or who choose not to be employed by the public charter school and a description of the relationship between the public charter school and its employees.	NA	
The procedures and plans for the following:		
Use of unique district facilities (e.g. gymnasiums, athletic fields, computer labs).	NA	
Graduation exercises including public charter school student participation in district exercises.	NA (GLS would be K-8).	
Admission of students expelled from another district for reasons other than a weapons policy violation.	Would be case-by-case.	
Solicitation/advertising/fundraising by nonschool groups.	GLS would not allow this.	
Field trips.	“GLS expects field trips to be a meaningful part of our learning program. The expectation is that field trips are part of the budget.”	Applicant should be asked to clarify how field trips are included within the projected budget.
Student publications.	Applicant’s educational plan emphasizes the “development of both paper and electronic publications. Before being published, a student review council and a supervising teacher will read and approve the publication.”	Applicant is cautioned to seek counsel regarding controls over student publications.
The proposed budget.		
Budget: projected revenues and expenditures are reasonable and adequate to fund the proposal.		There is no mention of a development strategy. Unclear what the stated “other” sources of revenue in the budget are. There is a very low (less than 2%) contingency in FY 2012-13. Rent is estimated at \$2.27/sq ft, which is below market average. Applicant Should Clarify Pre-Operational Budget *Assumptions for the \$500 for Accounting and Consulting

		<p>Fees</p> <ul style="list-style-type: none"> *Hours and rate assumptions for he \$8,000 for Curriculum Development. *The \$57,000 for information tech. *The \$25,000 for rent. What space at what rate? Is the rate market or special? *The \$93,900 for other. <p>Operating Budget</p> <p>The first year of the budget is the 2010-11 school year.</p> <p>There are no projected expenditures for instructional, business services, operations and physical plant in 2011-12 and 2012-13.</p> <ul style="list-style-type: none"> *Assumed facility size is 11,000 sq. ft. Budgeted rent is \$25,000. At an annual rate, that is \$2.27/sq. ft. Applicant should clarify those assumptions given market rates. *The student/teacher ratio on the budget docs is 23:1. It's 24:1 for the first year and 25:1 for the second year on Table 1. *Projected revenues include private grants of \$45,000 one year and \$40,000 the next. It isn't clear where those will come from. *Projected revenues also show \$23,540 from Federal Through Another Agency. Not sure what that is. *There is a renovation cost of \$80,000, even through a site hasn't been selected. How was that number calculated? *There's revenue From Other Sources listed at \$13,400 one year and \$50,000 the next. Sources are not specified. *Projected teacher wages are \$288,000 one year and \$396,000 the next. Given Table I, I estimate that is about \$48,000/teacher one year, \$49,000 the next. That seems high, given the market, and depending on how strictly GLS holds to expectations. Applicant should clarify how those numbers were arrived at.
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		<p>*Applicant should clarify how the \$27,000 for part-time Teachers was calculated.</p> <p>* I can't verify the instructional, business services, operations or physical plant sub-totals of projected expenditures for 2011-12 or 2012-13 because they are not itemized on the operating budget projection sheets I have for those years.</p> <p>Applicant plans on using implementation grant funds in 2010-11 before approval. This is not allowed.</p> <p>Applicant has budgeted to withhold a 6% contingency fund from grant money in this year before approval.</p> <p>Applicant's budgeted contingency fund decreases yearly; goes to less than 2% in 2012-13.</p> <p>In years 1 and 2, there is no budget for instructional supplies, rent, bills, or phone.</p>
<p>Optional.</p>		
<p>Optional Space Request Form completed.</p>		



2010 OSBA Election

Board Position 17

Tim Cook, Centennial 28J

Mike Delman, Multnomah ESD

Vote

Board Position 19

James Woods, Parkrose

Vote

Resolution 1 - Amends the OSBA constitution to provide that the dues of the association may be increased annually by the Urban CPI as approved by the OSBA board of directors.

Resolution 2 - Amends the Constitution to make housekeeping changes in the language so that everything falls in line with the governance changes approved by members in November 2009.

Resolution 3 - Adopts the proposed 2011 OSBA Legislative Policies and Priorities

Type the name of the district, ESD or community college and the meeting date when the board officially made this vote.

Type your name and title.

As a record of your vote, please print this page before clicking the Done button.

Done

NOMINATION FORM OSBA BOARD OF DIRECTORS REGIONAL MEMBER

Date August 19, 2010

Bobbie Regan, OSBA President-Elect
Oregon School Boards Association
P.O. Box 1068
Salem, OR 97308
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

Return this form, all candidate information forms and your photo to the OSBA office.
Fax to 503-588-2813
E-mail to osbaelections@osba.org
Mail to Oregon School Boards Association, P.O. Box 1068, Salem, OR 97308.

Dear Bobbie Regan:

With this letter, our board nominates the candidate named below to the OSBA Board of Directors position # 17.

CANDIDATE INFORMATION

Name: Tim S. Cook (Ed.)
District/ESD/Community College: Centennial School District 28j
Address: 3518 SW Wonderview AVE
City: Gresham, Oregon ZIP 97080-8574
E-mail: timcook99@yahoo.com Phone: 503-545-1716

This nomination was approved by an official action of our board of directors at a duly called meeting on 8/18/10,
(date)

Sincerely, 
(Board chair)

Name: Sharlene M. Giard
District: Centennial School District 28j
Address: 18135 SE Brooklyn ST
City: Portland, OR ZIP 97236-1049

Candidate Questionnaire OSBA Board of Directors

Name: Tim Cook, Ed.D. Date: September 27, 2010

District/ESD/CC: Centennial School District Position: #17

I certify that if elected, I will faithfully serve as a member of the OSBA board of directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Signed: 

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

I see the primary mission of OSBA as an organization that works to prepare local school board leaders to be outstanding proponents of education in their districts. OSBA does this by providing ongoing training, numerous services and advocacy opportunities. OSBA is a clearinghouse for educational information and provides the tools necessary for boards to reach the next level.

2. What do you want to accomplish by serving on the OSBA board of directors?

I have enjoyed the opportunity to be involved in a variety of ways over the past decade with the Centennial School District. This past year as I have learned more about the work being done on the state level by the OSBA I have looked for an opportunity to get involved. I would like to help the OSBA in the areas of advocacy and policy development. Personally, I would like to connect with dedicated individuals who share my passion for public education.

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

I am a thoughtful, collaborative decision maker and use humor when appropriate to further the goals of the organization. As an academic I tend to do my homework before meetings and will typically read background materials so I thoroughly understand the issues. A general example would be my ability to listen well and ensure that speakers feel heard.

(continued)

4. What do you see as the two most challenging issues faced by OSBA?

Statewide funding for education

Assisting local boards to remain innovative in a time of diminishing resources and still provide excellent education to Oregon's students.

5. What do you see as the two most challenging issues faced by your region?

The reality of dwindling financial resources and the need to maintain rigorous academic standards, ensuring that all students succeed.

Engaging the local community to support the district and see it as a vital player in the future for everyone in the Centennial district.

6. What is your plan for communicating with boards in your region?

My plan is to communicate regularly through traditional methods such as regular meetings, phone calls, and emails. I would also explore the possibility of using social networking as a tool to communicate. I understand the importance of developing relationships and would devote the time necessary to communicate with the boards in my region.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

Candidate personal/professional resume OSBA Board of Directors

Name: Tim Cook, Ed.D.

Date: September 27, 2010

Address: 3518 SW Wonderview Ave

City / ZIP Gresham, 97080

Business phone: 360-992-2848

Residence phone: 503-545-1716

E-mail: timcook99@yahoo.com

Fax (if applicable): _____

District/ESD/CC: Centennial School District 28j

Term expires: 2013 Years on board: 1

Please send your picture (head shot, labeled with your last name). A high-resolution digital photo is preferred but a print is acceptable; e-mail to OSBAelections@osba.org or mail to:
Oregon School Boards Association
P.O. Box 1068, Salem, OR 97308

Work or service performed for OSBA or local district (include committee name and if you were chair):

Facilities Planning Committee – Centennial School District 2006

Superintendent’s Key Communicators – Centennial School District 2002 – 2009

Budget Committee – Centennial School District 200-2006

Other education board positions held/dates:

Centennial Education Foundation – Board of Directors

2002-Current

Occupation (Include at least the past five years):

Employers: Clark College
 Behavioral Sciences Division Chair/
 Counseling Department Head

Dates: 7/1997 - Current

(Continued)

Schools attended (Include official name of school, where and when):

High school: Oregon City High School 1983-1986

College: Western Oregon University 1986-1991

Degrees earned: B.S. English

Education honors and/or awards: Outstanding Student Leader, Student Body President - 1990

Other applicable training or education:

Lewis & Clark College

M.A. Counseling/Psychology 1997

Oregon State University

Ed.D. Higher Education Leadership 2005

Activities, other state and local community services:

East County Health Center Steering Committee - 2010

Hobbies/special interests:

Marathon running

Reading

Create educational games/curriculum

Business/professional/civic group memberships; offices held and dates:

N/A

Additional comments:

**NOMINATION FORM
OSBA BOARD OF DIRECTORS
REGIONAL MEMBER**

Date August 23, 2010

Bobbie Regan, OSBA President-Elect
Oregon School Boards Association
P.O. Box 1068
Salem, OR 97308
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

Return this form, all candidate information forms and your photo to the OSBA office.
Fax to 503-588-2813
E-mail to osbaelections@osba.org
Mail to Oregon School Boards Association, P.O. Box 1068, Salem, OR 97308.

Dear Bobbie Regan:

With this letter, our board nominates the candidate named below to the OSBA Board of Directors position #17.

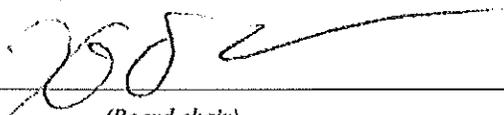
CANDIDATE INFORMATION

Name: Mike Delman
District/ESD/Community College: Multnomah ESD
Address: 3963 SE Ash Street
City: Portland, Oregon ZIP 97214
E-mail: mdelman97214@yahoo.com Phone: 503-239-5373

This nomination was approved by an official action of our board of directors at a duly called meeting on August 17, 2010.

(date)

Sincerely,



(Board chair)

Name: Harry Ainsworth
District: Multnomah ESD
Address: 11611 NE Ainsworth Circle

City: Portland, OR ZIP 97220

Candidate Questionnaire OSBA Board of Directors

Name: _____ Mike Delman _____ Date: September 15, 2010

District/ESD/CC: _____ Multnomah ESD Position: 17

I certify that if elected, I will faithfully serve as a member of the OSBA board of directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Signed: _____

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

To advocate for schools, education and children with members of the Legislature, their staff, lobbyists and other organizations.

2. What do you want to accomplish by serving on the OSBA board of directors?

I'd like to contribute my experience of working full and part-time at the Legislature since 1989, to assist the OSBA accomplish their legislative goals.

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

I have a willingness to speak up and take action towards issues that I think are important to the community and impact our quality of life.

I currently serve as an elected board of director at the Multnomah Education Service District. I also was elected to the Archimedes Movement's Citizen Leadership Council and serve on the Multnomah County District Attorney's Budget Advisory Committee.

In 2008, I ran for the Multnomah County Board of Commissioners. Three times I signed up to testify against the size of the proposed Columbia River Crossing, even though it wasn't politically correct at the time.

(continued)

4. What do you see as the two most challenging issues faced by OSBA?

Funding in the wake of Oregon's current economic situation is the most challenging issue. Fundamental communication to the public and decision-makers on our programs/results is another issue.

5. What do you see as the two most challenging issues faced by your region?

All the boards are being hammered by PERS needs that are set by Salem. Superintendents face the challenges of virtual schools, potentially siphoning off funding from students at the schools in the region versus providing an actual place for students. Virtual schools have little or none administration overhead.

6. What is your plan for communicating with boards in your region?

I plan to introduce myself and attend meetings of all the boards in my region, then establish a contact with a board member on each board and have a regular distribution list and communication on OSBA region issues.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

Candidate personal/professional resume
OSBA Board of Directors

Name: _____ Mike Delman _____ Date: Sept 15, 2010
Address 3963 SE Ash St _____
City / ZIP Portland _____
Business phone: _____ Term expires: _____ July 2011 _____ 1 _____ Years on
Residence phone: 503 239-5373 _____ board: _____
E-mail: mdelman97214@yahoo.com _____
Fax (if applicable): _____
District/ESD/CC: Multnomah ESD _____

Please send your picture (head shot, labeled with your last name). A high-resolution digital photo is preferred but a print is acceptable; e-mail to OSBAelections@osba.org or mail to: Oregon School Boards Association P.O. Box 1068, Salem, OR 97308

Work or service performed for OSBA or local district (include committee name and if you were chair):

Subcommittee on MESD Foundation performance audit.

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers: Portland Habilitation Center NW Director of Public Affairs 2005 - 2009

(Continued)

Schools attended (Include official name of school, where and when):

High school: Beaverton High School

College: University of Washington

Degrees earned: BA Political Science

Education honors and/or awards:

Other applicable training or education: Mediator: Victim-Offenders Reconciliation Project

Activities, other state and local community services:

Portland Citizens Disability Advisory Committee
Past Treasurer and V.P. of Laurelhurst Neighborhood Association
Multnomah County Democratic party precinct committee person
Multnomah County Health Help volunteer
Stop Oregon Litter and Vandalism volunteer (SOLV)
Mediator for Victim-Offender Reconciliation Program (V.O.R.P.)
Official Portland Basketball Referees Association & PMSA softball umpire
Cycle Oregon 1991, 1995, 1997, 1999, 2001 and Seattle to Portland (STP) 1993
Volunteer Fernwood Middle and Grant High school
Save P.I.L. Sports Committee

Hobbies/special interests:

Business/professional/civic group memberships; offices held and dates:

Current member of the Archimedes Movement Citizen Leadership Council

Current member of the Multnomah County District Attorney's Budget Advisory Committee

Additional comments:

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

**NOMINATION FORM
OSBA BOARD OF DIRECTORS
REGIONAL MEMBER**

Date August 23, 2010

Bobbie Regan, OSBA President-Elect
Oregon School Boards Association
P.O. Box 1068
Salem, OR 97308
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

Return this form, all candidate information forms and your photo to the OSBA office.
Fax to 503-588-2813
E-mail to osbaelections@osba.org
Mail to Oregon School Boards Association, P.O. Box 1068, Salem, OR 97308.

Dear Bobbie Regan:

With this letter, our board nominates the candidate named below to the OSBA Board of Directors position # _____.

CANDIDATE INFORMATION

Name: James Woods
District/ESD/Community College: Parkrose School District #3
Address: 10612 NE Sacramento
City: Portland, Oregon ZIP 97220
E-mail: james_woods@parrkrose.k12.or.us Phone: 503-408-0487

This nomination was approved by an official action of our board of directors at a duly called meeting on 8/23/10.
(date)

Sincerely, Edward Grassel, Jr.
(Board chair)

Name: Ed Grassel, Board Chair
District: Parkrose School District
Address: 10636 NE Prescott Street
City: Portland, OR ZIP 97220

Candidate Questionnaire

OSBA Board of Directors

Name: James Woods _____ Date: September 5, 2010

District/ESD/CC: Parkrose _____ Position: #5

I certify that if elected, I will faithfully serve as a member of the OSBA board of directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Signed: via email, James Woods

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

To provide services to school boards that they can not individually provide for themselves. These services include board policy advice, coordinating advocacy at the state and federal level as well as education and training for local school boards.

2. What do you want to accomplish by serving on the OSBA board of directors?

Continue with the process of democratizing OSBA; Create new ways for districts to coordinate negotiations similar to East County Bargaining Council (ECBC) ; Influence the necessary changes in state funding formulas and cost sharing. That final point will be the big issue in Oregon budgets for the next three years.

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

I don't know much about leadership skills, but I have walked many groups through complex decisions in electricity demand management, R&D funding portfolios and evaluation design. I served as school board vice-chairman for a superintendent search and chairman through the tumultuous first years of a new superintendent.

4. What do you see as the two most challenging issues faced by OSBA?

Funding of K12 education could be drastically reduced, or the way funds are allocated will changed or both. In the last 15 years we have faced only funding uncertainty -- the ADMw formula has not changed. We need to figure out how to react formula changes, the cost sharing rules, and how to change those rules to the benefit of our students. The revenue and cost message to both the legislators and voters will be more complicated and more difficult to get across than, "more money" and "we cut this out of the budget."

5. What do you see as the two most challenging issues faced by your region?

My region is a county. Our school districts' greatest challenge is unequal treatment by local governments. Our students don't have equal access to city and county services, transportation or even our college and university partners.

6. What is your plan for communicating with boards in your region?

I'm sticking with the basics, event driven email for all and scheduled phone and in-person meetings for chairs. I will sort more of this out as needed. Methods are lower priority than the requirement that communication be frequent and two-way.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

Candidate personal/professional resume

OSBA Board of Directors

Name: James Woods _____ Date: _____ Sept 5, 2010

Address: 10612 NE Sacramento

City / ZIP Portland, OR 97220

Business phone: 503.465.4883

Residence phone: Same

E-mail: James_Woods@parkrose.k12.or.us

Fax (if applicable): N/A

District/ESD/CC: Parkrose School District

Term expires: 2013 Years on board: 5

Please send your picture (head shot, labeled with your last name). A high-resolution digital photo is preferred but a print is acceptable; e-mail to OSBAelections@osba.org or mail to:
Oregon School Boards Association
P.O. Box 1068, Salem, OR 97308

Work or service performed for OSBA or local district (include committee name and if you were chair):

Parkrose Board of Education, Position #5

Member 2005 - Current

Chairman, 2007 - 2010

Vice Chairman, 2005 - 2007

Parkrose School District Budget Committee

Ex Officio Member, 2005 - Current

Position #3, 2005

Other education board positions held/dates:

Education Cabinet, City of Portland and Multnomah County, Member, 2008 - Current

Undergraduate Curriculum Committee, Economics, Portland State University, 2010 - Current

Promotion and Tenure Committee, Economics, Portland State University, 2005 - Current

University Budget Committee, Portland State University, 2006 - 2008

Portland Schools Foundation, "Schools, Family, Housing Community Grants Program", Selection Committee, 2007-2008

Judge, "Civic Engagement Awards", Center for Academic Excellence, Portland State University, 2006

Parkrose Educational Foundation

Liaison from Parkrose Board of Education, 2005 - 2007

Board Member, 2004-2005

Multnomah County, School and Community Partnerships, Citizen Budget Advisory Committee (Merged with Human Services)

Chairman, 2006 - 2007

Member, 2006 - 2007

Occupation (Include at least the past five years): Economist/Professor

Employers:

Portland State University, Assistant Professor, 2000-Current

Behavioral Economics, Owner, 2001-Current

Schools attended (Include official name of school, where and when):

High school: Elgin High School, Elgin IL, 1985

College: University of California, Davis, 2003

Degrees earned: Ph.D.

Education honors and/or awards: Various

Other applicable training or education: OSBA Leadership Oregon, 2007

Activities, other state and local community services:

Parkrose Farmers Market, Volunteer, 2008 - Current

Multnomah County, Central Citizen Budget Advisory Committee, Member, 2006 - 2009

Multnomah County, Human Services, Citizen Budget Advisory Committee, Member, 2007 - 2009

"The Better Business Bureau: Oregon and Southwest Washington Business of the Year Awards", Better Business Bureau, Judge, November, 2007

Hobbies/special interests:

Behavioral Economics, Energy Conservation, Cooking, Soccer

Business/professional/civic group memberships; offices held and dates:

American Economic Association

Western Economic Association

Additional comments:

See attached CV for additional details.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.



Membership, Dues and Assessments

WHEREAS, the dues income has fallen behind the cost of association operations as a percentage of total Association revenues, requiring subsidy of association programs by other revenue sources; and

WHEREAS, in November 1996, members approved a 5% increase for 1997-98 and a 5% increase for 1998-99. Dues have not increased since then. Consequently, the percentage of dues revenue as a proportion of total association revenue has fallen from 25.9% in 1998-99 to 14.66% in 2010-11.

NOW, THEREFORE, BE IT RESOLVED that Article 4, Section 2 of the OSBA Constitution be amended as follows:

The dues of this association may be increased annually by the Urban CPI as approved by the OSBA board membership, shall be payable on July 1 of each year and shall become delinquent on September 1 of each year. School boards delinquent in payment of dues shall no longer be deemed a member and membership will be terminated unless an extension is requested and granted by the board of directors.

Submitted by: OSBA Board of Directors



Resolution to Amend the OSBA Constitution

WHEREAS, the membership of the Oregon School Boards Association voted in 2009 to amend its constitution to add two OSBA Board of Director positions to represent the regions of the immediate past president and president during their terms in those offices when those officers come from regions that have only one representative;

NOW, THEREFORE, BE IT RESOLVED that Article 7, Section 2 of the Oregon School Boards Association Constitution be amended as follows to implement the direction voted by its members:

Legislative Policy Committee: The legislative policy committee (LPC) shall be composed of the ~~19~~ voting members of the board of directors of the association and ~~19~~ regional representatives elected by procedures outlined in Articles 9 and 10. The vice president of the board shall chair the committee.

BE IT FURTHER RESOLVED that Article 9, Section 1 of the Oregon School Boards Association Constitution be amended as follows to implement the direction voted by its members:

The Oregon School Boards Association is organized as one general state association with ~~19~~ representatives established across diverse ~~14~~ geographic areas to support member participation and representation.

Submitted by: OSBA Board of Directors



Resolution to Adopt the Proposed 2011 OSBA Legislative Policies and Priorities

We, as OSBA members, do accept and resolve to support and participate in the 2011 OSBA Legislative Policies and Priorities proposed and recommended by the OSBA Legislative Policy Committee as follows:

Proposed Legislative Priorities

Student Achievement

OSBA will vigorously advocate for laws prioritizing support for student achievement to ensure that every student is prepared for college, apprenticeships, careers and productive citizenship.

Shared Accountability

OSBA will urge the Governor, Legislature, State Superintendent of Public Instruction and State Board of Education to join local school districts and education service districts in shared accountability for student achievement.

Funding

OSBA will vigorously advocate for adequate, stable funding as defined by the Quality Education Model to meet student achievement goals. OSBA will vigorously advocate for state and local tax reform, including kicker reform, that would increase support for schools. OSBA will actively pursue new state funding for K-12 capital construction.

Proposed Legislative Policies

Section 1: Finance

1.1 K-12 Funding Adequacy/State School Fund Appropriation

OSBA supports the continued use of the Quality Education Model to define K-12 funding adequacy. For the 2009-11 biennium, the QEM called for a state appropriation of \$8.348 billion. The actual appropriation is likely to be \$5.76 billion or a difference of \$2.588 billion – following the Governor's allotment reduction on May 25, 2010. OSBA supports an adequate and equitable appropriation to the State School Fund sufficient to provide each school district and education service district with no less than the resources necessary to support the operational, instructional and student achievement goals as defined by the QEM.

1.2 State Resources for Public Schools

OSBA supports state and legislative efforts that assure the availability of state and local funds necessary to provide stability and adequacy in elementary and secondary school funding. OSBA opposes tax reduction mechanisms that limit or reduce state or local funds available to provide stability and adequacy in elementary and secondary school

funding. OSBA supports increasing the maximum allowable size of the current Education Stability Fund, but opposes converting it into a general state rainy day fund. OSBA opposes reducing the allocation of state aid to school districts and education service districts for either general operating or categorical purposes based on the receipt of additional federal education funds. OSBA opposes requiring the use of state or local resources for implementation of the federal Elementary and Secondary Education Act; federal programs should be fully supported by federal funds.

1.3 Structural Tax Reform

OSBA supports structural tax reform that will reduce the volatility of Oregon's current tax system and raise the revenue necessary to provide K-12 school funding adequacy as defined by the Quality Education Model. OSBA supports modification of the state's personal and corporate income tax "surplus kicker" law to allow general fund revenue in excess of projections to be deposited into a reserve account and used in times of economic distress.

1.4 Funding of Oregon Department of Education Programs

OSBA supports adequate funding of Oregon Department of Education programs and services that provide a research-based direct benefit to school districts and ESDs.

1.5 Distribution of the State School Fund

OSBA supports changes to the State School Fund distribution formula that maintain equalization and contain factors that consider only those situations or circumstances that may be externally measured, for which adequate and reliable data exist and require additional per student program costs. OSBA opposes using the State School Fund distribution formula or other funding mechanisms to mandate school district or ESD expenditures by formula factor categories.

1.6 Local Option Property Tax and Revenue Raising Authority

OSBA supports granting authority to school districts to seek from their voters supplemental operating revenue from a variety of additional sources. OSBA opposes offsetting any local option property tax revenue against school districts' State School Fund resources. OSBA supports continued funding of local option grants to equalize resources between high- and low-property-wealth school districts that approve local option property tax levies.

1.7 Financial and Program Accountability

OSBA supports maintaining school district and ESD financial accountability for the expenditure of public funds and program accountability for student achievement of high academic standards. OSBA supports local control prerogatives to determine how financial and program accountability measures are achieved.

1.8 State Funds for School Facilities Construction

OSBA supports the allocation of state resources, including lottery proceeds, in addition to and not in lieu of the appropriation of state aid for school districts' operating costs, to assist in funding public school construction, remodeling and maintenance projects, technology and capital equipment purchases. OSBA supports the continued work of the School Facilities Task Force. OSBA supports the state's issuance of general obligation bonds to provide matching funds to finance the capital costs of school districts that have received voter approval for local general obligation bonds and to provide for the costs of issuing bonds and the payment of debt service.

1.9 Unfunded Mandates

OSBA strongly opposes state legislative mandates that require school districts and education service districts to provide new or expanded programs, services, responsibilities or functions without additional, full and continuing funding of the additional operating and capital costs associated with the mandates.

1.10 Vouchers/Tuition Tax Credits/Private School Choice

OSBA opposes any mechanism that diverts public funds, including tax credits, to private or religious schools or erodes financial support of the public school system.

Section 2: Programs

2.1 School Improvement

OSBA supports state-level school improvement efforts provided they are implemented in ways that grant local school officials maximum flexibility to incorporate community needs and priorities.

2.2 Special Education

OSBA supports categorical funding, in addition to and not in lieu of general state operating aid, that recognizes the increased cost of providing educational programs to students with disabilities. OSBA supports enhanced levels of state aid for the extraordinary costs associated with programs required for students with the most severe low-incidence, high-cost disabilities, including those served in out-of-district or out-of-state placements.

2.3 Education Service Districts

OSBA supports the role of ESDs to assist school districts and the Oregon Department of Education in achieving Oregon's educational goals by providing equitable, high-quality, cost-effective, locally-responsive educational services on a regional basis. OSBA opposes the expansion of the three-ESD pilot governance model.

2.4 Curriculum

OSBA opposes legislatively-imposed curriculum, specific course or subject of instruction mandates. OSBA fully supports the continued use of English Language Learner programs as a viable way to integrate non-native English speakers into the standard district curriculum. OSBA supports full-day kindergarten when accompanied by a separate and distinct state appropriation and implemented at the local district's option. OSBA supports pre-kindergarten when accompanied by a separate and distinct state appropriation and implemented at the local district's option. OSBA recognizes the benefits of online courses for students and encourages districts to make available online courses for all students who wish to make use of that instructional delivery option.

2.5 Public Charter Schools

OSBA opposes changes to the current charter school law that would channel public funds to private and religious schools, allow entities other than school district boards to authorize charter schools within their boundaries, mandate direct access to the State School Fund by charter schools, increase funding to charter schools or decrease school district authority for chartering or oversight. OSBA will continue to seek legislative clarification on the recent emergence of single-school school districts (charter districts) and their effects on neighboring school districts. OSBA supports a requirement that at least 50 percent of students enrolled in a public charter school live within the sponsoring district's boundaries.

2.6 Online Education

Within a K-12 school district, OSBA supports locally-appropriate, not-for-profit, online education options to enhance student achievement. OSBA supports a separate statute to regulate comprehensive online education programs that will encourage continued student achievement gains.

Section 3: Personnel

3.1 Collective Bargaining

OSBA supports a collective bargaining structure that preserves and enhances the prerogatives of school district and ESD boards and their administrators to manage the school system and to establish and enforce educational policies that respond to the needs and priorities of their communities and students. OSBA supports continued local control of collective bargaining and opposes statewide bargaining and the creation of a statewide salary schedule. OSBA supports changing the collective bargaining structure to eliminate status quo and establish shorter bargaining time lines.

3.2 Retirement

OSBA supports an actuarially-sound statewide retirement program for school employees that balances benefit adequacy for employees against costs and administrative requirements for employers. OSBA opposes state-mandated early retirement options.

3.3 Employee Rights and Benefits

OSBA supports determination and definition of school employee rights and benefits through the collective bargaining process at the local level. OSBA opposes granting or enhancing such rights and benefits through legislation or administrative rules which circumvent the local bargaining process.

3.4 Teacher/Administrator Licensing

OSBA supports licensing requirements that assure a level of preparation necessary to teach to rigorous academic standards and recognize licenses from other states. OSBA opposes overly detailed licenses and endorsements that decrease needed flexibility in staffing schools or endangers districts' ability to attract and retain qualified personnel.

3.5 Teacher Quality

OSBA recognizes that teacher quality is the most important factor in student achievement and supports local programs to enhance teacher quality. OSBA supports additional, new funding for professional development.

Section 4: Governance and Operations

4.1 Governance at the State Level

OSBA supports a State Board of Education, whose members are appointed by the Governor and subject to Senate confirmation, as the appropriate state-level policy-making body for elementary and secondary schools and community colleges. OSBA supports the statewide election of the State Superintendent of Public Instruction. OSBA opposes the creation of a single board of education for kindergarten through higher education, but supports intentional collaboration between the State Board of Education and the State Board of Higher Education.

4.2 Governance at the Local Level

OSBA opposes legislation which is unnecessarily restrictive and inhibits the ability of locally-elected school district and ESD boards to conduct the public's business in the best interests of their communities and students. OSBA supports maximum local decision-making flexibility in determining district budgeting and spending priorities. OSBA opposes the imposition of arbitrary limits on school district and ESD administrative and support service spending categories.

4.3 School Safety and Student Wellness

OSBA supports local measures that promote safety and wellness in the school environment for students, staff, parents, patrons and the community as a whole. OSBA supports examining the potential for new state funding to augment the federal meal program for Oregon students.

4.4 Local Elections

OSBA opposes measures that would place additional restrictions on local voters' ability to govern their school districts. OSBA supports maintaining a simple majority voting requirement for local district finance measures.

Submitted by: OSBA Legislative Policy Committee

Report

Expenditure Contracts Exceeding \$25,000

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Superintendent to submit to the Board of Education (“Board”) at the Board’s monthly business meeting a list of all contracts in amounts over \$25,000 and up to \$150,000 approved by the Superintendent or designees within the preceding 30-day period under the Superintendent’s delegated authority. Contracts meeting this criterion are listed below.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Jaeger & Erwert General Contractors, LLC	11/08/10 through 02/28/11	Construction C 57983	Harrison Park K-8 and Sellwood 6-8: Installation, including all electrical and plumbing hook-ups, of two District-purchased dishwashers.	\$39,921	T. Magliano Fund 101 Dept. 5597 Project F0183 & F0184

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
The Wilk Group, LLC	11/01/10 through 04/30/11 Expiring Term: 05/01/10 through 10/31/10	Personal / Professional Services PS 57503 Amendment 1	District-wide: Six-month extension of contract for Great Fields / Places for Sport project fundraising.	\$18,000 \$36,000	T. Magliano Fund 101 Dept 5597 Project F0136
Cedar Mill Construction Company	11/01/10 through 12/15/10	Construction C 57670 Change Order 1	BESC: Additional minor construction services as part of Data Center project remodeling.	\$27,317 \$542,017	T. Magliano Fund 407 Dept 5581 Project A1003
Air Filters Sales & Service	12/01/10 through 11/30/11 Expiring Term: 12/01/09 through 11/30/10	Service Requirements SR 57197 Amendment 1	District wide: One-year extension of contract for heating systems maintenance and filter replacement services.	\$90,000 \$210,473	T. Magliano Fund 101 Dept 5592

INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No IGAs

* The total listed here represents the total amount actually paid to the vendor since July 1, 2010, and thus may be more or less than the “Contract / Amendment Amount” or “Contract Total.” Total Payments are not included for IGAs.

N. Sullivan

BOARD OF EDUCATION
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Number 4372 and 4373

RESOLUTION No. 4372

Revenue Contracts that Exceed \$25,000 Limit 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”) to enter into and approve all contracts, except as otherwise expressly authorized. Contracts for \$25,000 or more per contractor 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

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Clackamas County Education Service District	07/01/10 through 06/30/11	IGA/R 57581 Amendment 1	Columbia Regional Program will provide deaf / hard of hearing classroom services for regionally eligible preschool students residing in Clackamas County.	\$20,855 \$87,005	C. Gilliam Fund 299 Dept. 5422 Grant S0163

INTERGOVERNMENTAL AGREEMENTS / REVENUE (“IGA/Rs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Centennial School District	07/01/10 through 06/30/11	IGA/R 58006	Columbia Regional Program will provide deaf / hard of hearing classroom services for regionally eligible students residing in the Centennial School District.	\$131,250	C. Gilliam Fund 299 Dept. 5422 Grant S0031
Corbett School District	07/01/10 through 06/30/11	IGA/R 58019	Columbia Regional Program will provide deaf / hard of hearing classroom services for regionally eligible students residing in the Corbett School District.	\$48,300	C. Gilliam Fund 299 Dept. 5422 Grant S0031

LIMITED SCOPE REAL PROPERTY AGREEMENTS

No Limited Scope Real Property Agreements

N. Sullivan

RESOLUTION No. 4373

Personal / Professional Services, Goods, and Services Expenditure Contracts
Exceeding \$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 reaches \$150,000 or more 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

AMENDMENTS TO EXISTING CONTRACTS

No Amendments to Existing Contracts

INTERGOVERNMENTAL AGREEMENTS (“IGAS”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
City of Portland, Bureau of Parks & Recreation	11/09/10 through 01/31/11	IGA 57959	Buckman K-5 / Benson HS: District contribution to field improvements on property owned by the City; part of the Great Fields project; total project value is ~\$2,100,000.	\$255,501	T. Magliano Fund 191 Dept. 3115 Project F0727

* The total listed here represents the total amount actually paid to the vendor since July 1, 2010, and thus may be more or less than the “Contract / Amendment Amount” or “Contract Total.” Total Payments are not included for IGAs.

N. Sullivan

Other Matters Requiring Board Action

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4374 through 4376

RESOLUTION No. 4374

Resolution Approving the Application for Golden Leaf Public Charter High School

RECITALS

- A. On July 15, 2010, Golden Leaf Public Charter High School (Applicant) submitted its application for a public charter school.
- B. On August 2, 2010, district staff notified Applicant that the application was incomplete and returned the application to the Applicant for revision.
- C. On August 18, 2010, Applicant resubmitted its revised application for a public charter school.
- D. On September 2, 2010, district staff notified Applicant that the application was complete, and that the notification of completeness was not a determination of the merits of the application.
- E. On September 17, 2010, Applicant was notified that the public hearing of its charter school application was scheduled for November 1, 2010.
- F. Prior to the public hearing, district staff conducted a review of Applicant's written proposal. The reviewers used an evaluation document that is consistent with Oregon statutes and rules and district policies regarding charter schools. The document requires applicants to provide information in six areas:
 - 1. General information about the proposal and the capacity of the applicant to undertake the public charter school.
 - 2. The mission statement and purposes define the character of the charter school.
 - 3. The educational program, the "heart" of the charter proposal.
 - 4. Supports for learning that a public charter school would offer that will lead to increased student performance.
 - 5. Accountability for performance of students and the school as a whole.
 - 6. A solid financial, business, and organizational plan that provides the structure for successful implementation and continuation of the charter school.
- G. The staff review recommended that the Applicant move forward in the process and be given the opportunity to respond to the questions listed in the review.
- H. The Board of Education's Charter Schools Committee held a meeting on October 26, 2010, to discuss the public hearing process and the staff review. An electronic copy of the staff review of Applicant's proposal was sent to Applicant.
- I. The Board of Education's Charter Schools Committee held a public hearing of Applicant's proposal November 1, 2010. The Applicant also submitted answers to questions in writing.
- J. On November 10, 2010, after considering the staff review and the additional information gathered from the public hearing and from Applicant's written responses to questions, Superintendent Carole Smith recommended to the Committee on Charter Schools that the application be approved.
- K. On November 10, 2010, the Committee on Charter Schools met to deliberate on the hearing and on the Superintendent's recommendation. After careful consideration of information provided in Applicant's proposal, in the staff review, at the hearing, in Applicant's written responses to questions, and in the Superintendent's recommendation, the Committee voted 2-0 (Director Gonzalez abstaining) to recommend that the charter application be approved. The Committee based its recommendation on the demonstrated, sustainable support for the program; Applicant's capacity to provide comprehensive instructional programs, including programs for students identified as academically low achieving; the detailed plan for financial operations of the proposed charter school; and concerns about whether there may be significant, adverse impacts on the quality of public education for district students that are not outweighed by the value of the proposed charter school.

RESOLUTION

- 1. The Board of Education for Portland Public Schools recognizes that there are promising aspects of the application, that the proposal meets the Portland Public Schools Charter Schools Application Review Criteria, that Applicant has been provided with documentation detailing

conditions for authorization as a charter school, and that copies of the staff review and of all Subcommittee documentation are on file at the district office.

2. The Board of Education for Portland Public Schools approves the charter school application submitted by the Golden Leaf Public Charter High School (GLCHS), subject to these conditions:
 - a. Applicant must include the words “public charter school” in the name of the school consistent with Board policy 2.20.010-P(V)1 and on all marketing and communication materials;
 - b. Within 45 days of approval, GLCHS will develop and submit to the District a marketing plan that indicates how it will seek to attract its stated target population of students who are: underperforming in traditional classrooms, at-risk for dropping out of school, currently enrolled in private or alternative educational programs, currently home-schooled, and more successful in a small-group, individualized learning environment;
 - c. Within 45 days of approval, Applicant will provide a clear plan of how it intends to serve struggling students, provide ESL services, and deliver a culturally-competent curriculum. Applicant will also provide any data available demonstrating how the proposed model lowers the achievement gap.
 - d. Applicant’s Accountability Plan will be developed in conjunction with District Charter Schools Manager and PPS Research and Evaluation staff prior to execution of the contract.
 - e. In order to minimize the potential for adverse impact on other PPS schools and charter schools, Applicant will consult with District staff when determining a location for the school’s site, prior to any lease or purchase agreement being finalized.
 - f. Applicant shall be required, prior to execution of a contract, to provide a new budget which includes implementation grant funds, as well as budgeted amounts for student transportation, food/nutrition, computer supplies and repairs, and professional development for the first two years of operation.
 - g. Applicant will work with PPS financial staff to determine any other concerns about the proposed budget, and will submit the final budget for staff approval before the contract is executed.
 - h. Applicant will provide evidence satisfactory to the district of fiscal stability in the following ways:
 - i. that sources of donations and grants are reasonably assured, and that there is a plan in place for supplementing funds received from the State School Fund,
 - ii. that GLCHS has a contingency plan in place, included in GLCHS’s Board policy, if revenues are significantly less than or expenses are significantly more than projected, or if there is a significant cut in the State School Fund (SSF), and
 - iii. that each school year’s budget be amended and resubmitted to the district when there are any significant changes to the SSF rates.
 - iv. GLCHS staff and Board representatives will meet quarterly with PPS financial staff and Charter School Manager to review finances.
 - v. As part of its quarterly reporting, GLCHS will submit proof that it is current with PERS payments.
 - vi. As part of its quarterly reporting, GLCHS will submit a narrative with informal, brief comments on the following areas:
 1. Operational
 2. Financial
 3. Fundraising
 4. Any other issues affecting operational or financial components
3. The Board of Education for Portland Public Schools directs staff to negotiate a charter agreement with Applicant that includes a three-year term in a form approved by the General Counsel.

K. Miles

RESOLUTION No. 4375

Resolution Denying the Application for Global Learning Charter School

RECITALS

- A. On July 15, 2009, Global Learning Charter School (Applicant) submitted its application for a public charter school. The Applicant was awarded a Charter School Incentive Grant of \$56,000 to develop its application on April 16, 2009.
- B. On August 3, 2009, district staff notified Applicant that the application was incomplete and returned the application to the Applicant for revision.
- C. On August 24, 2009, Applicant notified district staff via email that it would withdraw its application for further development and reapply the following year. No further action was taken, and the application process ended.
- D. On July 15, 2010, Global Learning Charter School (Applicant) submitted its application for a public charter school.
- E. On August 2, 2010, district staff notified Applicant that the application was incomplete and returned the application to the Applicant for revision.
- F. On August 17, 2010, Applicant resubmitted its revised application for a public charter school.
- G. On September 2, 2010, district staff notified Applicant that the application was complete, and that the notification of completeness was not a determination of the merits of the application.
- H. On September 17, 2010, Applicant was notified that the public hearing of its charter school application was scheduled for November 1, 2010.
- I. Prior to the public hearing, district staff conducted a review of Applicant's written proposal. The reviewers used an evaluation document that is consistent with Oregon statutes and rules and district policies regarding charter schools. The document requires applicants to provide information in six areas:
 - 1. General information about the proposal and the capacity of the applicant to undertake the public charter school.
 - 2. The mission statement and purposes define the character of the charter school.
 - 3. The educational program, the "heart" of the charter proposal.
 - 4. Supports for learning that a public charter school would offer that will lead to increased student performance.
 - 5. Accountability for performance of students and the school as a whole.
 - 6. A solid financial, business, and organizational plan that provides the structure for successful implementation and continuation of the charter school.
- J. The staff review recommended that the Applicant be encouraged to withdraw its application and resubmit it after completing further analysis, planning, and development. If the Applicant decided not to withdraw the application, the review panel recommended that, prior to any action by the Board of Education, the Applicant be given the opportunity to respond to the questions listed in the review. The Applicant indicated that he wished to proceed with the application process.
- K. The Board of Education's Charter Schools Committee held a meeting on October 26, 2010, to discuss the public hearing process and the staff review. Though invited to do so, the Applicant did not attend this meeting. An electronic copy of the staff review of Applicant's proposal was sent to Applicant.
- L. The Board of Education's Charter Schools Committee held a public hearing of Applicant's proposal November 1, 2010. The chief contact of the Applicant's development team was not present at the hearing, and no questions could be answered by the single member in attendance. The statutorily-required hearing is specifically intended for the Board and Applicant to engage in discussion that will provide any needed clarification, and for the Applicant to illustrate the merits of its application. Since the failure of the Applicant to attend the hearing prevented this discussion, the Committee could ascertain no additional information from the Applicant. The Applicant did submit answers to some questions in writing, but did not answer all questions that were asked.

- M. On November 10, 2010, after considering the staff review and the additional information gathered from Applicant's written responses to questions, Superintendent Carole Smith recommended to the Charter Schools Committee that the Board of Education deny Applicant's proposal and give reasons for the denial.
- N. On November 10, 2010, the Committee on Charter Schools met to deliberate on the hearing and on the Superintendent's recommendation. Though invited to do so, the Applicant did not attend this meeting. After careful consideration of information provided in Applicant's proposal, in the staff review, in Applicant's written responses to questions, and in the Superintendent's recommendation, the Committee voted 3 - 0 to recommend that the charter application be denied. The Committee based its recommendation on concerns about the demonstrated, sustainable support for the program; Applicant's capacity to provide comprehensive instructional programs, including programs for students identified as academically low achieving; the lack of a detailed plan for financial operations of the proposed charter school; and concerns about whether there may be significant, adverse impacts on the quality of public education for district students that are not outweighed by the value of the proposed charter school.

RESOLUTION

- 1. For the following reasons, the Board of Education for Portland Public Schools denies Applicant's charter school proposal:
 - a. The demonstrated, sustainable support for the public charter school by teachers, parents, students and other community members, including comments received at the public hearing (ORS 338.055(2)(a), PPS Policy 6.70.010).
 - i. The application and other materials do not indicate sufficient, sustainable support by teachers, parents, students, and other community members.
 - ii. The application instructions call for an analysis of where the potential pool of students for the charter school resides and where they are enrolled, and identification of other schools where enrollment trends may be affected. Applicant bases information given on "assumptions" with no data to support assertions of demand.
 - iii. Applicant indicates that it conducted an online survey in a previous year to assess demand, but data from the survey were not saved or submitted to the district.
 - iv. In its written response, Applicant indicates that "[t]he demand for the school is based on the continued failure of Portland Public Schools to adequately meet the needs of English Learners and other low achieving students."
 - v. Applicant has not sufficiently shown that the proposed charter school offers an instructional program not already available within the district's school system.
 - b. The capability of the applicant, in terms of support and planning, to provide comprehensive instructional programs to students pursuant to an approved proposal (ORS 338.055(2)(c), PPS Policy 6.70.010).
 - i. Applicant does not present evidence that it has a plan to serve students who may be high-achieving.
 - ii. Applicant makes many references throughout the application to its plan to employ "innovative and evidence-based strategies", but cites no research or evidence to support these assertions. In the Applicant's written responses, Applicant provided citations to a few references to research and submitted a 10-page bibliography with no correlation to the application.
 - iii. The program descriptions provided in the application and other materials are not consistently explicit about how the programs align with state standards. Applicant submitted a list of titles of curriculum materials and standards, but provided no course descriptions or alignments to grade levels.
 - iv. Though one of the developers of the application is the author of the curriculum that the Applicant intends to use, no examples of this curriculum were given as part of the application.

- v. Applicant mentions on page 11 of its application that it "...will investigate developing a virtual learning system that can serve as a supplemental learning tool or as the entire educational program." However, no other information is provided about this plan, no potential curricula were submitted, and the idea for a virtual school was not even minimally developed in the application.
 - vi. Applicant did not include any data showing the program's measurable effects on student achievement.
 - vii. Applicant provided a link to a for-profit website as an example of its curriculum model.
- c. The capability of the applicant, in terms of support and planning, to specifically provide, pursuant to an approved proposal, comprehensive instructional programs to students identified by the applicant as academically low achieving (ORS 338.055(2)(d), PPS Policy 6.70.010).
- i. Applicant did not include any data showing the program's measurable effects on student achievement for students identified as academically low-achieving.
 - ii. Applicant's assurances throughout this section are vague and generally without substantiation.
 - iii. In the application, Applicant states: "If, as we hope, the majority of our students are low-achieving or at-risk students, the district schools from which they come may benefit by not having to use the extra energy on that population." When asked to clarify, the Applicant's written response states: "...the schools would benefit by not having to provide such support to as many students designated as English learners or low performing." The Board finds this statement not only offensive to PPS students and teachers, but finds it as evidence of a lack of cultural competency on the part of the Applicant.
- d. The detailed plan for financial operations of a new school (ORS 338.055(2)(b), PPS Policy 6.70.010).
- i. Applicant submitted a budget that begins with the 2010-2011 school year, before approval or operations.
 - ii. Applicant projects private grants of \$45,000 and \$40,000 in respective years, but does not clarify the source.
 - iii. Applicant includes \$93,000 for "other" in its pre-operational budget without explanation.
 - iv. Applicant projects revenue "From Other Sources" at \$13,400 one year and \$50,000 the next year; Applicant also projects revenues from "Federal Through Another Agency" at \$23,540. No explanation is given for any of these figures.
 - v. Assumed facility size is 11,000 sq ft. Budgeted rent is \$25,000, which is \$2.27/sq ft. Applicant does not clarify assumptions.
 - vi. In the written responses, one of the Applicant's development team members indicates that he did not see the budget submitted, but that it was incorrect, and would need to be entirely redone. No revised budget was included in the written responses.
 - vii. In the written responses, Applicant did not answer the majority of the questions about the budget. Applicant's responses are on file in the Charter Schools Office.
- e. 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 (ORS 338.055(2)(f), PPS Policy 6.70.010).
- i. The application and other materials do not provide the data necessary for the district to make this determination.
2. The Board feels that processing this application – and that the Applicant received a federal incentive grant to develop an application that did not minimally meet criteria set forth by Oregon statute – caused a considerable misuse of resources and time for the Board and district staff, is a waste of taxpayer money, and is a disservice to the charter application

process and credible, well-prepared applicants. Therefore, the Board of Education for Portland Public Schools directs district staff to:

- a. provide the Applicant with documentation detailing reasons the application does not meet Portland Public School District's criteria for approval of a charter school, including suggestions for remediation;
- b. inform the Applicant about the process and timeline for submitting a revised application for consideration by the Board of Education, should the Applicant choose to do so;
- c. to investigate with the appropriate contacts at the district and state levels what requirements in charter school law resulted in this application being processed, and how the district can better streamline its application process.

K. Miles

RESOLUTION No. 4376

Minutes

The following minutes are offered for adoption:
September 13, September 27, and October 12, 2010