

BOARD OF EDUCATION

Portland Public Schools
STUDY SESSION
November 5, 2012

Board Auditorium

Blanchard Education Service Center
501 North Dixon Street
Portland, Oregon 97227

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

Citizen comment related to an action item on the agenda 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.

STUDY SESSION AGENDA

1. **PUBLIC COMMENT** 6:00 pm
2. **GRANT CLUSTER PRESENTATION** 6:20 pm
3. **READY CHARTER SCHOOL APPLICATION** 7:20 pm
4. **BUSINESS AGENDA** 7:55 pm
5. **ADJOURN** 8:00 pm

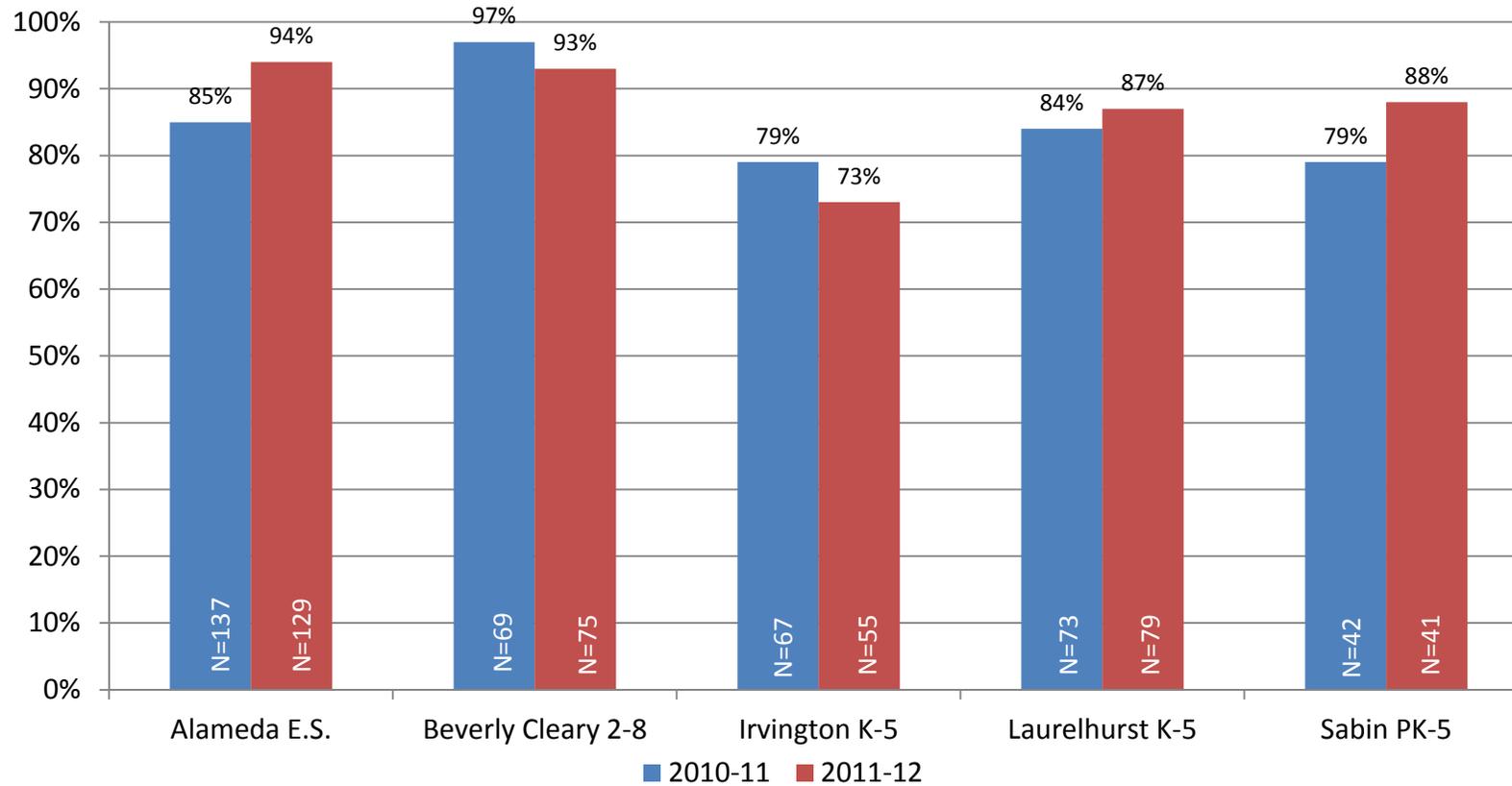
The next meeting of the Board will be held on **November 19, 2012**, at **6:00 pm** in the Board Auditorium at the Blanchard Education Service Center.

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

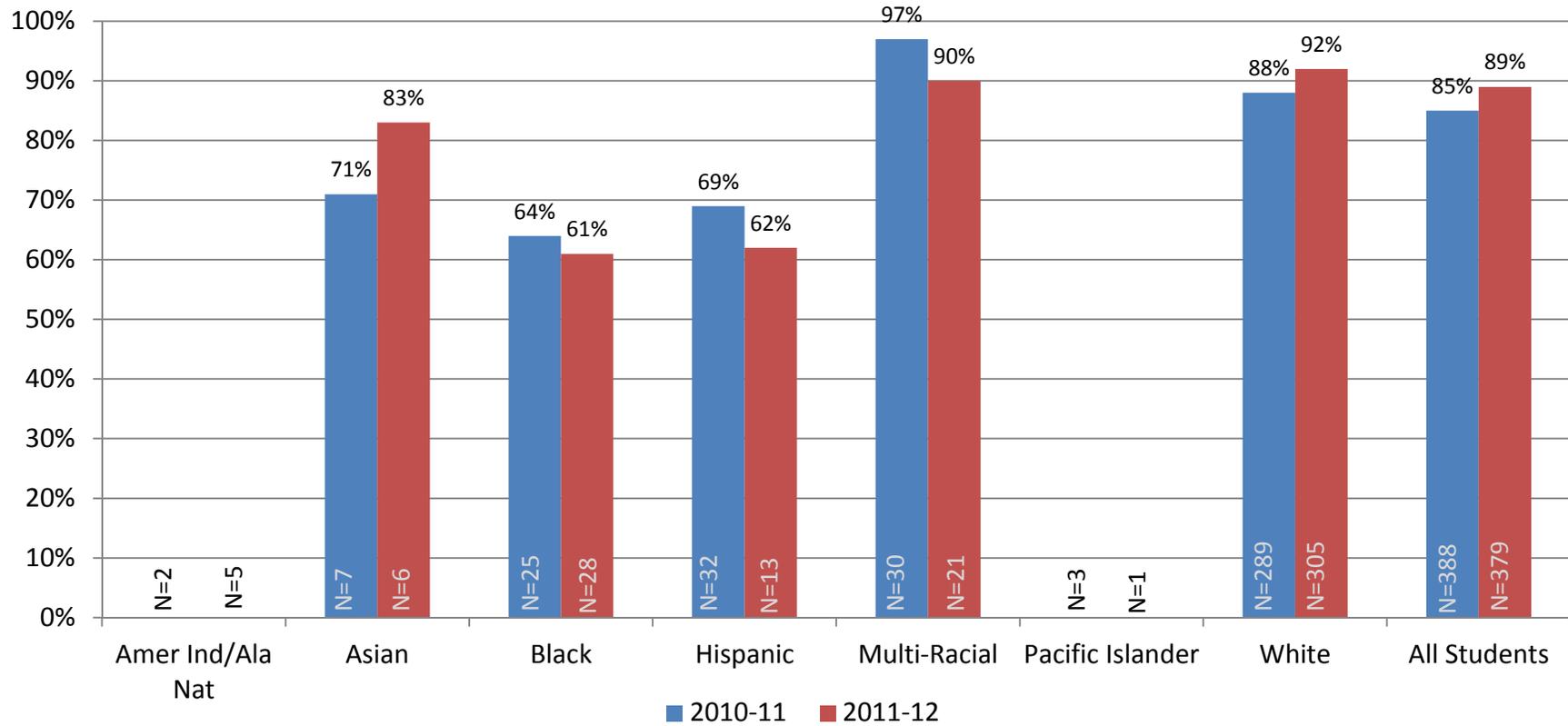
Grant Cluster

3rd Grade Milestone (Meets/Exceeds)



Grant Cluster

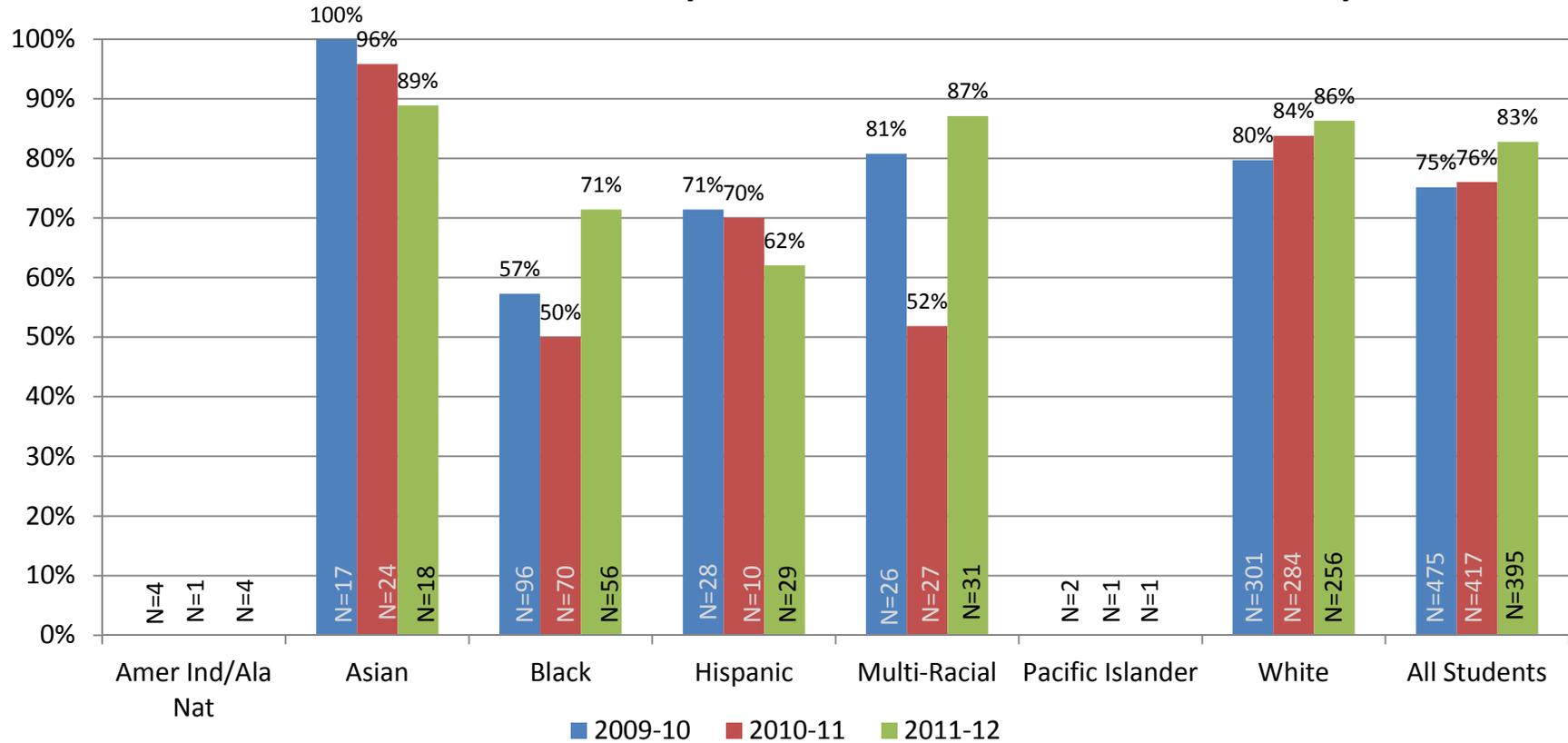
3rd Grade Milestone (Meets/Exceeds)



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

Grant

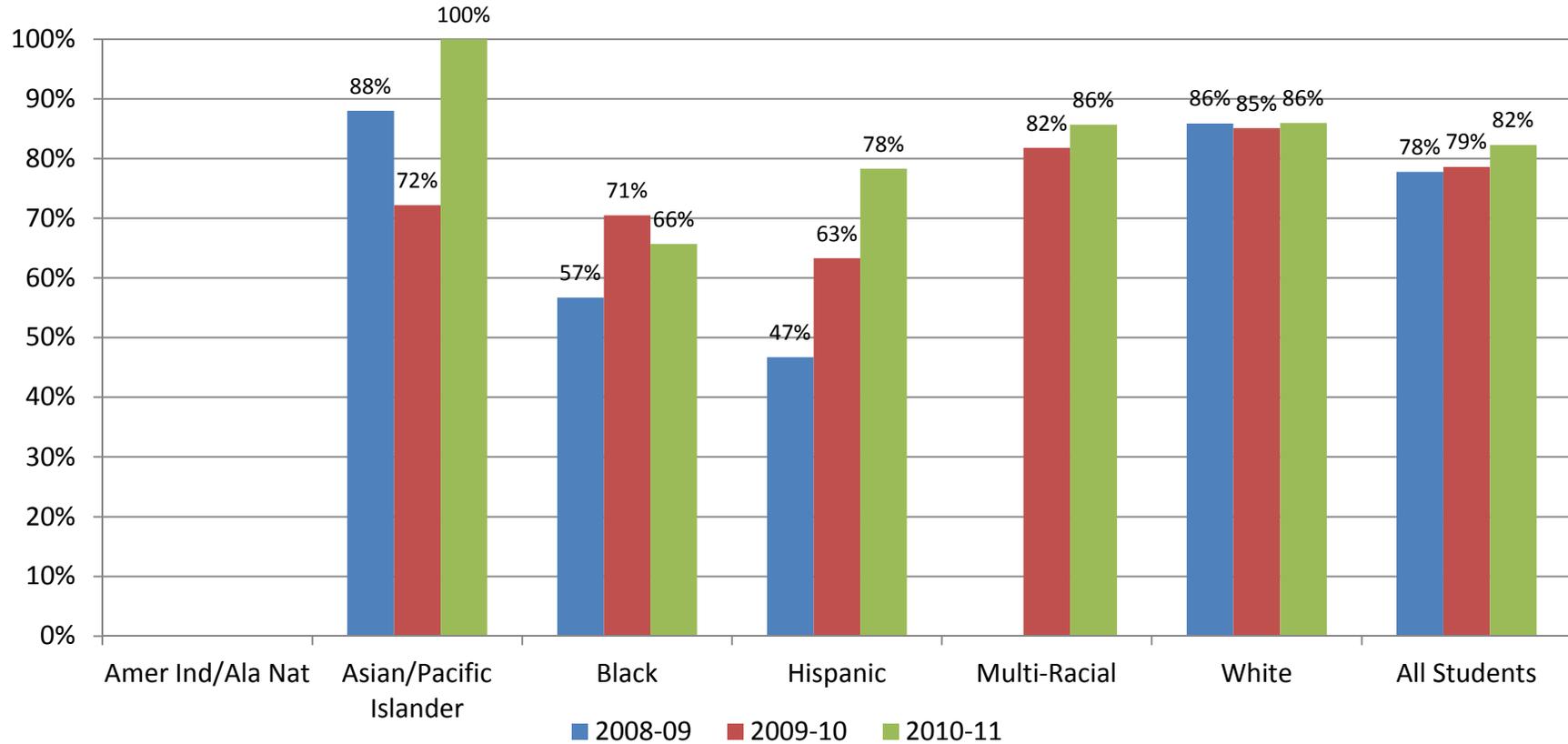
10th Grade Milestone (6+ Credits and 90%+ Attendance)



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

Grant

4-Year Cohort Graduation Rate Milestone

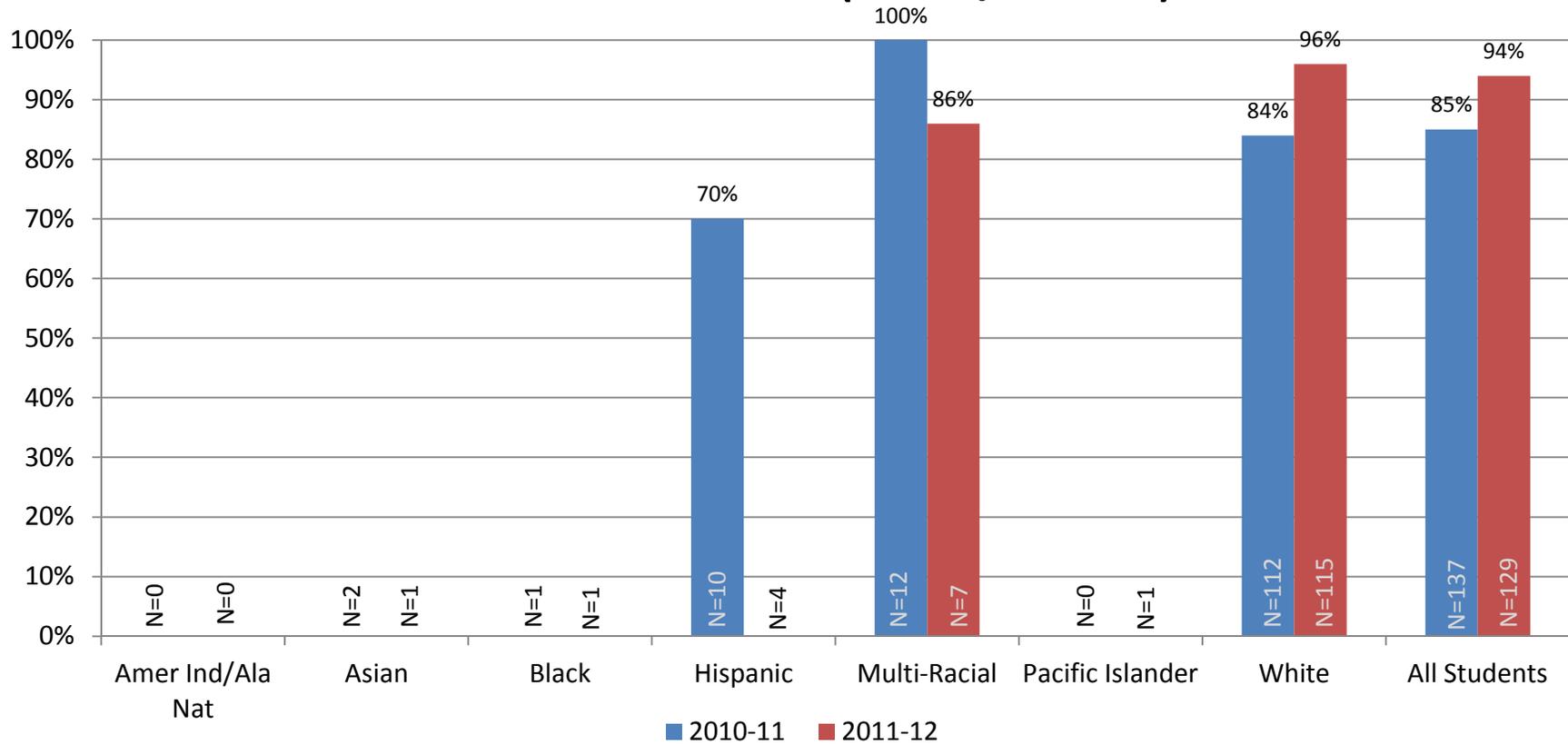


*Missing data means there were fewer than 6 students in the group.

Note: Significant data cleanup occurred with the 2010-11 cohort, which accounts for some of the changes in data for that year.

Alameda E.S.

3rd Grade Milestone (Meets/Exceeds)



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

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

1. BUDGET AND STAFFING

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

Licensed FTE Allocation

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

2. ENROLLMENT CHARACTERISTICS

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

Neighborhood students	704
Students from other neighborhoods	78

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

Racial/Ethnic Background

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

3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

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

4. EDUCATIONAL PROGRAMS

Achievement - % Meeting or Exceeding Benchmarks

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

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

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

5. SCHOOL ENVIRONMENT

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

October 2011 Enrollment	Number of Classrooms	Density Index
782	31	25

6. ENROLLMENT INDICATORS

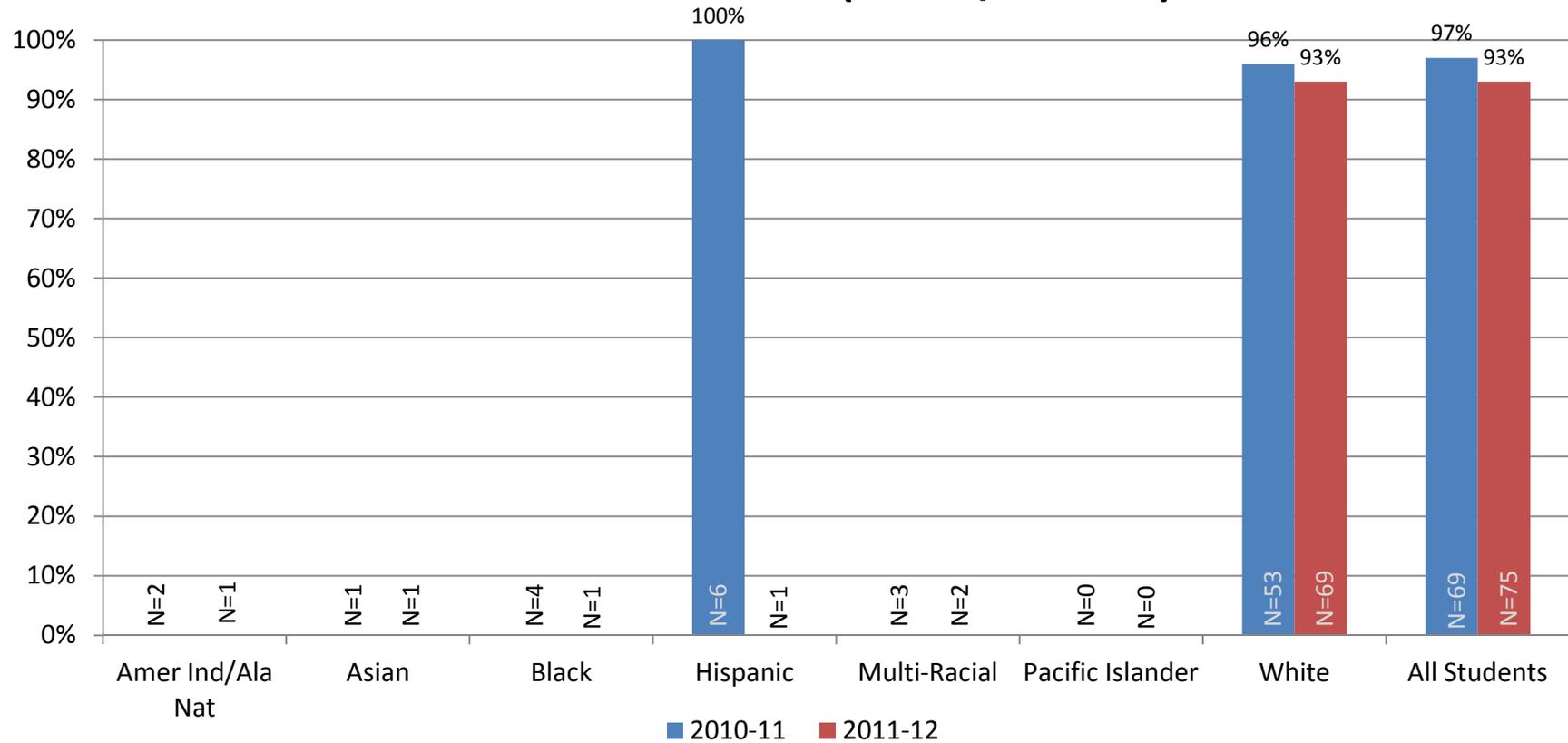
Student loss >5% since 2010 AND >15% since 2007?	No
Neighborhood students attending Alameda below 55%?	No
Building density index below 15 or above 20?	Yes

7. COMMENTS/ISSUES

School made Adequate Yearly Progress in 2010-11.

Beverly Cleary 2-8

3rd Grade Milestone (Meets/Exceeds)



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

Beverly Cleary

Updated 01/31/2012

Address 1915 NE 33rd Ave		Phone 503-916-6480
Cluster Grant	Feeds To Grant	

1. BUDGET AND STAFFING

School Budget Per Student	\$4833
Budget Rank (1-33)	31
Free & Reduced	15.1%
School Receives Title I Funds?	No
Special Education	10.8%
English Language Learners	1.2%
Talented and Gifted	16.5%

Licensed FTE Allocation

Admin Support	5.25
Ratio FTE	24.71
SES FTE	0.39
One Time Adjustments	1.60
Title I	0.00
Foundation/Fee for Service K	2.68
Other Grants	0.00
TOTAL	34.63

2. ENROLLMENT CHARACTERISTICS

Year	K	1	2	3	4	5	6	7	8	TOTAL
2007	75	70	53	47	46	49	45	89	104	578
2008	71	73	67	58	50	51	53	51	83	557
2009	85	76	67	67	63	52	47	54	41	552
2010	92	85	78	66	64	61	52	53	53	604
2011	83	96	87	76	71	70	72	59	60	674

Neighborhood students	579
Students from other neighborhoods	95

Change in Enrollment from 2010 to 2011	+70
Change in Enrollment from 2007 to 2011	+96
Projected Enrollment in 2016 (K-12)	741

Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
3.9%	3.9%	4.9%	1.9%	0.1%	80.6%	4.7%

3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	853	
Attending Beverly Cleary	579	68%
Other PPS Neighborhood Schools	140	16%
Special Programs/Focus Options	109	13%
PPS Charter Schools	23	3%
Special Services	2	<1%
Community Based Alternatives		0%

4. EDUCATIONAL PROGRAMS

Achievement - % Meeting or Exceeding Benchmarks

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

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

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

5. SCHOOL ENVIRONMENT

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

October 2011 Enrollment	Number of Classrooms	Density Index
674	33	20

6. ENROLLMENT INDICATORS

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

7. COMMENTS/ISSUES

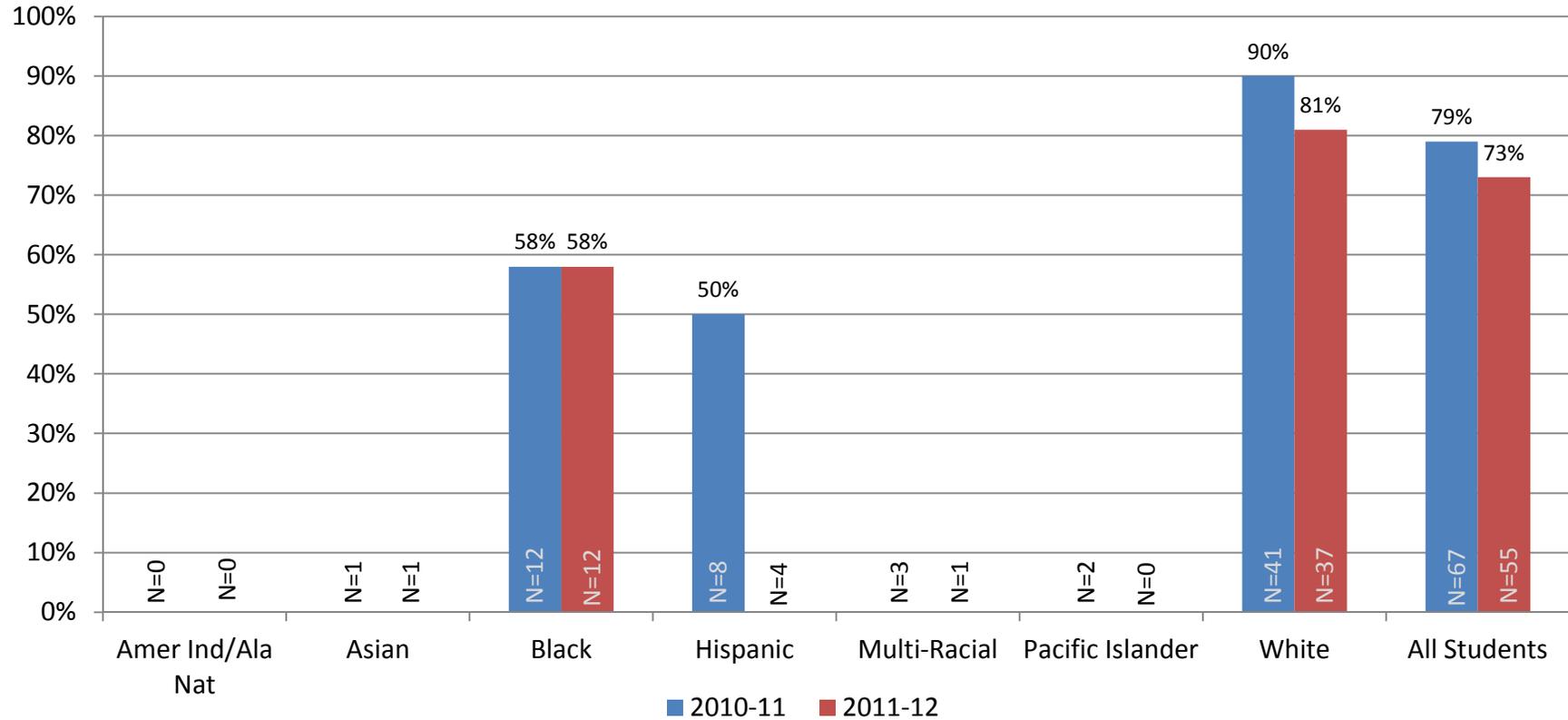
School made Adequate Yearly Progress in 2010-11.

Beverly Cleary has two sites. K-1 is on the Hollyrood campus, and 2-8 is on the Fernwood campus.

2006 enrollment not shown as it was for Hollyrood only. Later years reflect the creation of K-8 at the combined Hollyrood/Fernwood sites.

Irvington K-5

3rd Grade Milestone (Meets/Exceeds)



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

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

1. BUDGET AND STAFFING

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

Licensed FTE Allocation

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

2. ENROLLMENT CHARACTERISTICS

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

Neighborhood students	341
Students from other neighborhoods	142

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

Racial/Ethnic Background

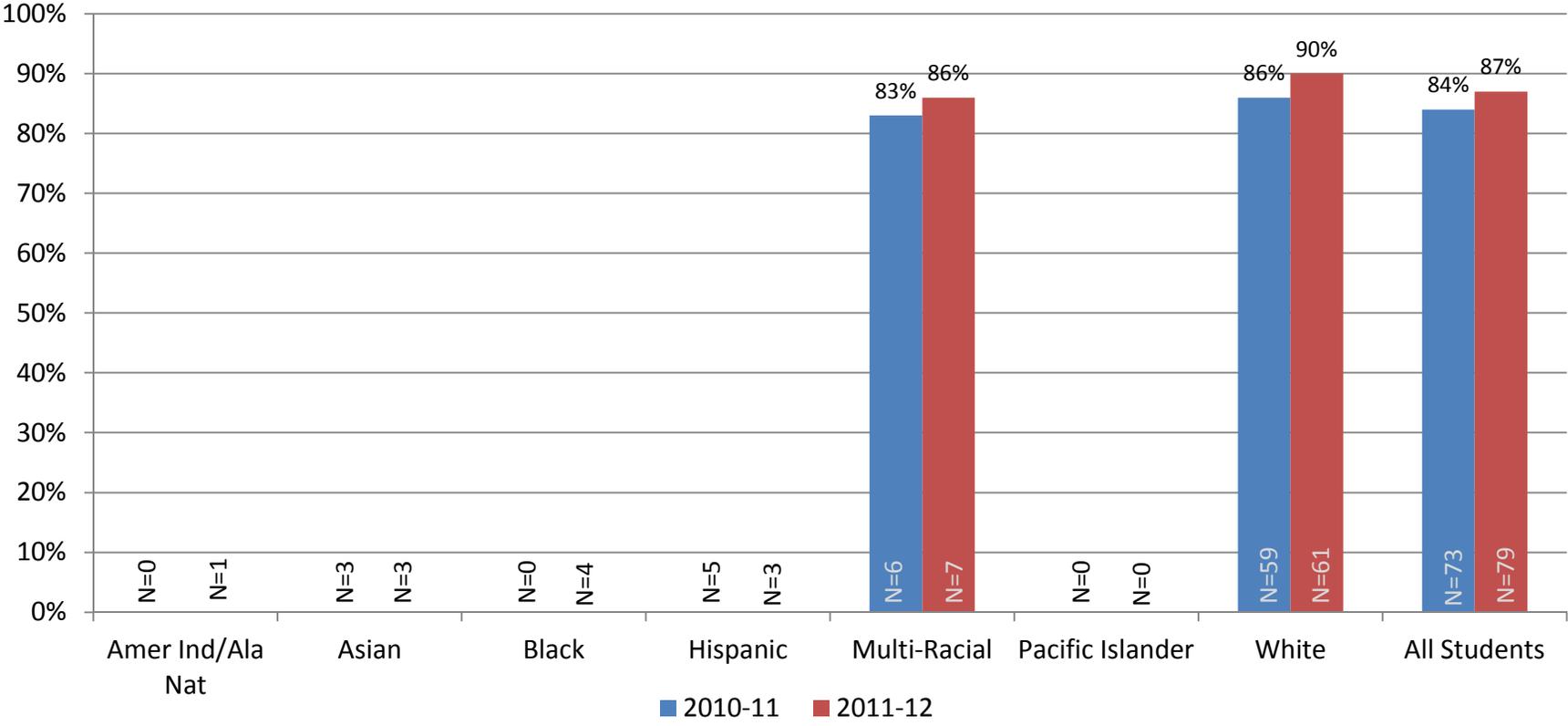
African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
21.9%	2.1%	12.2%	0.8%	0.4%	52.8%	9.7%

3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	504	
Attending Irvington	341	68%
Other PPS Neighborhood Schools	85	17%
Special Programs/Focus Options	68	13%
PPS Charter Schools	9	2%
Special Services		0%
Community Based Alternatives	1	<1%

Laurelhurst K-5

3rd Grade Milestone (Meets/Exceeds)



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

Address 840 NE 41st Ave		Phone 503-916-6210
Cluster Grant	Feeds To Grant	

1. BUDGET AND STAFFING

School Budget Per Student	\$4979
Budget Rank (1-33)	27
Free & Reduced	15.4%
School Receives Title I Funds?	No
Special Education	13.6%
English Language Learners	1.0%
Talented and Gifted	18.0%

Licensed FTE Allocation

Admin Support	4.25
Ratio FTE	27.24
SES FTE	0.43
One Time Adjustments	0.00
Title I	0.00
Foundation/Fee for Service K	2.84
Other Grants	0.00
TOTAL	34.76

2. ENROLLMENT CHARACTERISTICS

Year	K	1	2	3	4	5	6	7	8	TOTAL
2007	70	75	77	75	90	80	69	0	0	536
2008	65	75	76	78	78	85	82	67	0	606
2009	79	81	79	82	82	81	72	80	72	708
2010	70	80	79	73	90	86	71	75	80	704
2011	71	73	80	81	73	86	78	69	73	684

Neighborhood students	534
Students from other neighborhoods	150

Change in Enrollment from 2010 to 2011	-20
Change in Enrollment from 2007 to 2011	+148
Projected Enrollment in 2016 (K-12)	663

Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
1.6%	3.5%	6.6%	1.2%	0.0%	79.2%	7.9%

3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	672	
Attending Laurelhurst	534	79%
Other PPS Neighborhood Schools	49	7%
Special Programs/Focus Options	83	12%
PPS Charter Schools	6	1%
Special Services		0%
Community Based Alternatives		0%

4. EDUCATIONAL PROGRAMS

Achievement - % Meeting or Exceeding Benchmarks

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

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

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

5. SCHOOL ENVIRONMENT

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

October 2011 Enrollment	Number of Classrooms	Density Index
684	28	24

6. ENROLLMENT INDICATORS

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

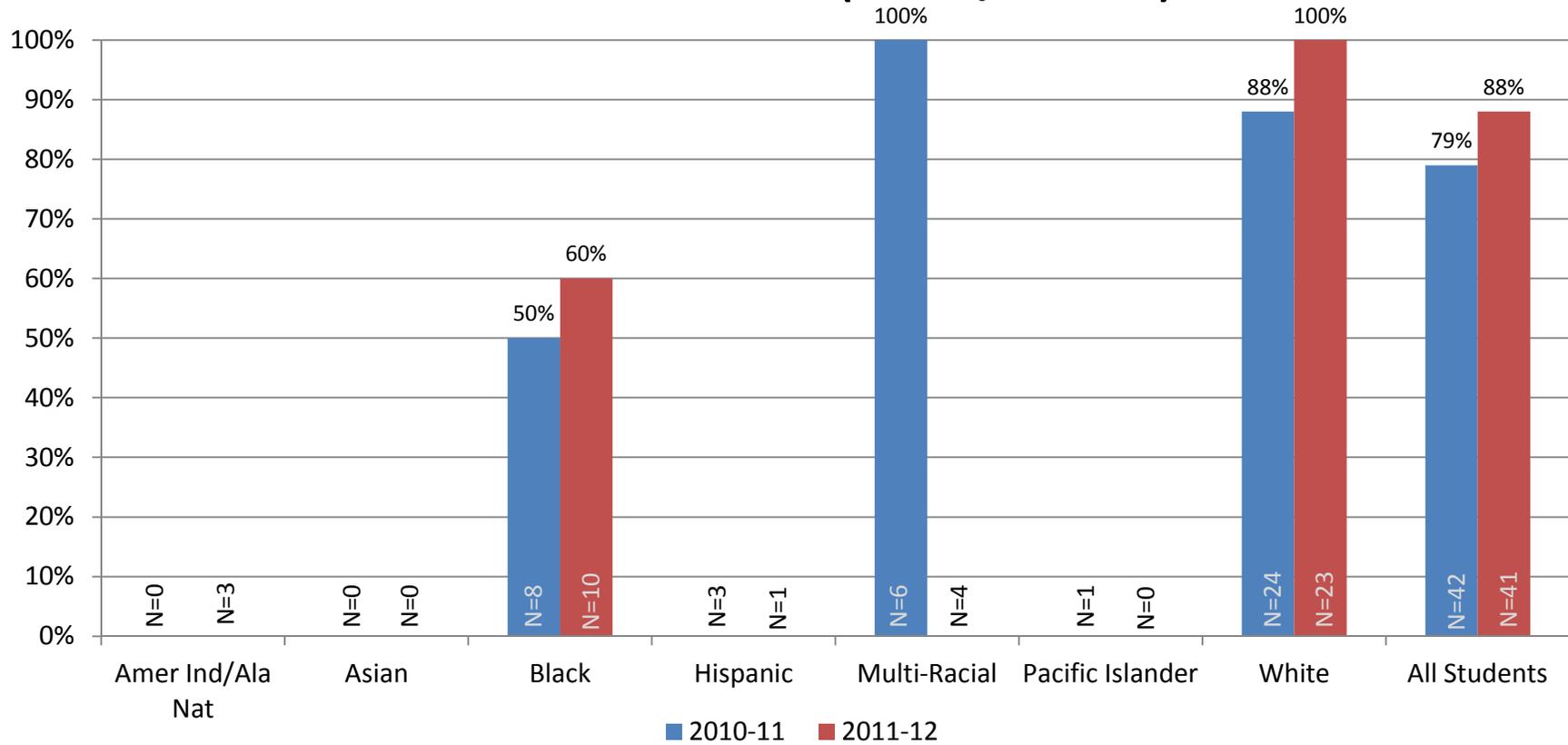
7. COMMENTS/ISSUES

School made Adequate Yearly Progress in 2010-11.

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

Sabin PK-5

3rd Grade Milestone (Meets/Exceeds)



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

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

1. BUDGET AND STAFFING

School Budget Per Student	\$5197
Budget Rank (1-33)	19
Free & Reduced	41.6%
School Receives Title I Funds?	Yes
Special Education	9.7%
English Language Learners	2.6%
Talented and Gifted	16.3%

Licensed FTE Allocation

Admin Support	2.25
Ratio FTE	13.96
SES FTE	0.69
One Time Adjustments	1.00
Title I	2.00
Foundation/Fee for Service K	0.00
Other Grants	0.69
TOTAL	20.59

2. ENROLLMENT CHARACTERISTICS

Year	PK	K	1	2	3	4	5	6	7	8	TOTAL
2007	24	46	58	55	52	69	58	43	35	11	451
2008	20	56	48	46	46	43	41	27	21	15	363
2009	16	48	54	44	44	44	39	22	21	16	348
2010	20	73	45	44	45	36	45	21	16	17	362
2011	15	68	71	40	40	48	31	38	23	18	392

Neighborhood students	251
Students from other neighborhoods	141

Change in Enrollment from 2010 to 2011	+30
Change in Enrollment from 2007 to 2011	-59
Projected Enrollment in 2016 (K-12)	464

Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
22.4%	1.8%	9.9%	1.0%	0.0%	56.9%	7.9%

3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	476	
Attending Sabin	251	53%
Other PPS Neighborhood Schools	115	24%
Special Programs/Focus Options	78	16%
PPS Charter Schools	30	6%
Special Services	1	<1%
Community Based Alternatives	1	<1%

4. EDUCATIONAL PROGRAMS

Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade		8th Grade	
	Reading	Math	Reading	Math	Reading	Math
2008-2009	93.3%	>95%	85.4%	>95%	33.3%	60.0%
2009-2010	>95%	92.5%	78.9%	78.9%	62.5%	81.3%
2010-2011	>95%	78.6%	81.8%	61.4%	80.0%	50.0%

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

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

5. SCHOOL ENVIRONMENT

2010-2011	School	Comparable District Average
Highly Qualified Teaching Assignments	100.0%	95.1%
Teacher Experience (Average in years)	16.9	13.2
Substitute Usage (Average in days)	15.6	15.5
Average Daily Attendance	94.1%	94.2%
Average Class Size	22.0	22.7
Stability Index	95.9%	93.3%
Student Expulsions	0.0%	0.1%
Student Suspensions	5.5%	6.4%

October 2011 Enrollment	Number of Classrooms	Density Index
392	31	13

6. ENROLLMENT INDICATORS

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

7. COMMENTS/ISSUES

School did not make Adequate Yearly Progress in 2010-11. It will move to School Improvement status if Adequate Yearly Progress is not met in 2011-12.

Transitioned from a K-5 to a K-8 configuration, ending in 2008-09. Years prior to 2008-09 contain ACCESS program.



Board of Education

Staff Report to the Board

Board Meeting Date: November 5, 2012
Higgins

Executive Committee Lead: Sue Ann Higgins

Department: Charter Schools

Presenter/Staff Lead: Kristen Miles

SUBJECT: Staff recommendation on the application of READY Public Charter School for charter school status.

BACKGROUND: Portland Habilitation Center submitted an application for READY Public Charter School on July 15, 2012. The application was determined to be complete, and was reviewed by a panel of readers with expertise in finance, curriculum, charter law, instruction, assessment, nonprofit management, and family and community engagement. A Board hearing was held on October 1, as per statute. Following the hearing, READY submitted written responses to a number of supplemental questions.

RELATED POLICIES / BOARD GOALS AND PRIORITIES: This process is aligned with Board Policy 6.70.010-P, and the Board priority of supporting student success.

PROCESS / COMMUNITY ENGAGEMENT: The process is described above. The community is invited to take part in the process by submitting letters of support for the applicant, and/or testifying in support or opposition at the public hearing or the public Board meeting.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN: The charter school application review process aligns specifically with the following District equity goals: A.) Achieve equitable student access to high quality, culturally relevant instruction and resources; B.) Create multiple pathways to success and expect high achievement for every student.

BUDGET / RESOURCE IMPLICATIONS: Using the State School Fund estimate updated on 10/8/2012, the budget projection is as follows:

Reviewed and Approved by
Executive Committee Lead

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

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

QUESTIONS FOR BOARD DISCUSSION:

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

ATTACHMENTS:

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

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

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

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

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

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

Meets: The Applicant is supported by Portland Habilitation Center Northwest (PHCNW), and states that it would be a “department” of that organization, if approved. PHCNW has pledged to provide start-up funds in the amount of \$93,000, and \$350,000 in operating funds to READY, and will provide a school site, as well. PCHNW has had clean municipal audits, and has shown evidence of the ability to operate within the requirements of GAAP, and familiarity with financial statement preparation, management of federal grants funding, and internal controls. The Applicant recently advised staff that it will reduce the number of students it proposes to serve to 280 from 350. Staff requested an updated budget reflecting this change, but has not received one as of 10/30/2012.

- 3. The capability of the applicant, in terms of support and planning, to provide comprehensive instructional programs to students pursuant to an approved proposal**

Meets: The proposed curriculum (Pearson) is aligned to Common Core. Some instructional strategies were described (I-time, Strategic Achievement Plan, teacher-led tutoring). Applicant proposes to use a co-teacher model in 6th and 7th grade, each of which is projected to have 40 students, and indicates that it would recruit teachers trained in co-teaching. READY proposes to use a proficiency model, but has provided no evidence that teachers would be trained in proficiency assessment.

- 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**

Does Not Meet: READY does not thoroughly describe how it would serve academically low-achieving students. Some interventions are named (I-time), and Applicant proposes to “partner with PPS SpEd teachers and staff to offer the least restrictive environment possible”, but there is not sufficient detail or specificity in this section. Additionally, Applicant proposes to offer sheltered instruction to address academically low achieving students, which is a strategy used in ESL instruction.

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

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

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

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

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

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

7. Whether there are arrangements for any necessary special education and related services for children with disabilities pursuant to ORS 338.165

Does Not Meet: Applicant proposes to have a “Special Education Advisory Council” to provide networking opportunities for parents and professionals in the SpEd community. Applicant proposes to partner with PPS and use PPS resources, but does not adequately describe how it would accommodate and integrate SpEd students into its general education program.

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.

NA

Given the above, staff recommends one of the following courses of action:

1. The Applicant may voluntarily withdraw its application to revise the areas that do not yet meet criteria for approval. Should the Applicant choose to do this, the District would be willing to review the revised application in the 2013 cycle, despite the fact that the 2013 cycle is for applications without a high school component.
2. The Board may deny the application, but encourage the Applicant to revise the sections of the application that do not meet criteria and appeal to the Board for approval within 30 days of the denial.

PPS Public Charter School Proposal Review Criteria: 2012

Applicant: READY

Reviewer: Full Panel Combined Review

Background

Oregon’s Public Charter School Law was enacted in May 1999. It provides an opportunity for teachers, parents, and community members to “create new, innovative, more flexible ways of educating all children within the public school system.” 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.
 - Each reviewer’s numerical score of each section of the application and an average of those scores for each category, based on a four-point rubric of Does Not Meet, Nearly Meets, Meets, or Exceeds.
 - **Exceeds:** The application addresses the section criteria with responses that adequately demonstrate the applicant’s ability to successfully start and operate a charter school. Applicant demonstrates a clear understanding of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules, PPS Board policy regarding charter schools, and current PPS strategic initiatives in school system design. Very little additional information or data is necessary.
 - **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.
 - **Nearly Meets:** The application sufficiently addresses most of the section criteria, but does not provide adequate detail in the responses. Applicant provides some relevant data and/or information, but key data or informational points may be missing or flawed.
 - **Does Not Meet:** The application does not address the section criteria in adequate detail and/or the responses demonstrate the applicant’s inability to successfully start and operate a charter school. The applicant provides insufficient data and/or information to support assertions in the proposal, or uses flawed or misleading data and/or information. The applicant demonstrates a lack of knowledge of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules.
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.

PPS Public Charter School Proposal Review Scoring Sheet

Applicant: READY

Reviewer: Full Panel - Updated

Note: This review comprises the evaluation of the application by a panel of readers with expertise in finance, curriculum, teaching and learning, assessment, governance, equity, non-profit management, and charter school operations. It is reflective of the comments of all reviewers. This review does not constitute a recommendation. Following this review, the District will gather more information from the applicant at the public hearing, and through any additional materials the District may request. However, an applicant seeking approval should be expected to score a “Meets” determination in all categories by the end of the evaluation process.

Evaluation Categories:

	<u>Category</u>	<u>Points Available</u>	<u>Average Score</u>	<u>Determination (circle one)</u>			
I.	General Information	30	23	Exceeds	Meets	Nearly Meets	Does Not Meet
II.	Mission Statement and Purpose	10	6	Exceeds	Meets	Nearly Meets	Does Not Meet
III.	Educational Program	50	35	Exceeds	Meets	Nearly Meets	Does Not Meet
IV.	Support for Learning	40	27	Exceeds	Meets	Nearly Meets	Does Not Meet
V.	Accountability	30	24	Exceeds	Meets	Nearly Meets	Does Not Meet
VI.	Financial, Business, and Organizational Plans	40	32	Exceeds	Meets	Nearly Meets	Does Not Meet
VII.	TOTAL	200	147				

Applicant: READY

Reviewer: FULL PANEL - UPDATED

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

Scoring criteria:

Exceeds: The application addresses the section criteria with responses that adequately demonstrate the applicant’s ability to successfully start and operate a charter school. Applicant demonstrates a clear understanding of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules, PPS Board policy regarding charter schools, and current PPS strategic initiatives in school system design. Very little additional information or data is necessary.

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.

Nearly Meets: The application sufficiently addresses most of the section criteria, but does not provide adequate detail in the responses. Applicant provides some relevant data and/or information, but key data or informational points may be missing or flawed.

Does Not Meet: The application does not address the section criteria in adequate detail and/or the responses demonstrate the applicant’s inability to successfully start and operate a charter school. The applicant provides insufficient data and/or information to support assertions in the proposal, or uses flawed or misleading data and/or information. The applicant demonstrates a lack of knowledge of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules.

Rating Topics	Strengths	Weaknesses	Updated information (after hearing and submission of written materials)
Describes the projected enrollment to be maintained and the ages or grades to be served. Includes grade levels 9-12.	Long phase-in Clarity of focus with two clear career pathways and plan for roll out, starting with grade 6 and adding a grade each year;	Long Phase-in Not sure if this is a weakness, but it will not include grades 9-12 until 2016.	In the written materials, Applicant updated the number of students to be served from 350 to 280, capping each grade at 40 students.
Describes the target population of students the public charter school will be designed to serve.	Good location focus in outer SE PPS SE Portland	Lack of demographic focus Could demonstrate a deeper understanding of the demographics of the target geographic area Describes the target population as “underachieving students” in the southeast Portland vicinity.	Applicant noted that “underachieving students” refers to students who are not reaching their potential or making benchmark. In the hearing, Applicant stated that targeting at-risk youth had been done by reaching out to the SE community, including Latino Network, YMCA, Boys and Girls Club, and providing

		No strategy identified for targeting at-risk youth.	translated materials.
Names the legal address, facilities and physical location of the public charter school, if known.	Good outer SE PPS location, established facility This is one of the greatest strengths they have—a facility ready to go and zoned as a school and is ADA-compliant		
Provides a description of proposed admission policies and application procedures.	Plans to hold parent meetings as part of admissions process Clear procedures with a clear definition of siblings, sibling preference, and preference for PPS students.	On page 5 they define students who can continue from the previous year as those who successfully completed the last quarter. Rather than implying a grading or achievement standard, the standard should be that they were enrolled on the last day of school.	
Assures the school's compliance with all statutes and rules that shall apply to the public charter school.	Assured their cooperation		
Provides the proposed school calendar for the public charter school as Exhibit I, including the length of the school day and school year;	Yes, school hours exceed state requirements and district levels	40 mins of reading; 2 hours of math? In what ways does the school accommodate (as is indicated) sleep patterns of middle school students and parent work?	
States the date upon which the public charter school would begin operating.			
States the term of the charter.			
Table I, Projected Charter School Enrollments and Staffing Ratios	Yes; 20/1 ratio for middle school is very good		
Table II, Potential Charter School Students Attending Portland and Other Public Schools	Outreach efforts included translation of website into Spanish and Vietnamese, the targeting of low-income housing, visits to public parks, and to two Vietnamese churches	There is no mention of outreach to the African-American or Slavic communities.	
Table III, Potential Charter School Students Who Are Home or Privately			

Schooled			
Table IV, Support for the Proposed Charter School by Educators and Community Members	Steering committee members have some deep experience in education and other relevant fields.	Names of district and charter school educators with whom founders have spoken are listed on pg. 6 of the regular proposal, but there is not a guarantee of support from them.	
Table V, Board of Directors for Proposed Charter School	Well-educated Board with individuals who have deep experience in education	There is a noticeable connection with Rainier, Oregon, though not the same affiliation with SE Portland. Is there a reason why the Superintendent and SPED Director from Rainier are on this Board and not one that is in Rainier?	The applicant noted that PHCNW provides custodial services for Rainier School District and works with their YTP program to offer vocational training for students with disabilities. Demonstrated expertise in working in a traditional school district and also starting a charter school (“North Columbia Academy”), were the main factors for recruitment to the board. Reviewers noted that there is no information given about how a relationship with Rainier School District implies a connection to the Portland community, or why/if the North Columbia Academy would act as a model for READY.
Describes how the proposed calendar and hours of instruction meet or exceed the minimum annual hours of instruction by grade levels required by Oregon Administrative Rule 581-022-1620, Required Instructional Time.	If the numbers are accurate, it is a strength that the minimum requirements are exceeded in this application.		
Describes how the location and facilities will accommodate the school’s operations and the targeted student population, including students or staff with disabilities, and meet state and district standards	Very thorough description The building is very ready for use by those with disabilities, which is a great advantage they have. The access to public transportation is an additional plus, as is the fact that small school options from nearby Marshall are no longer	Addresses but does not adequately describe whether it meets ADA requirements.	

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

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

<p>Total points available = 30 Points given: _____ Overall Rating for this section: _____ Exceeds (26-30) _____ Meets (21-25) _____ Nearly Meets (16-20) _____ Does Not Meet (0-15)</p> <p>General Comments:</p>	
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II. Mission Statement and Purpose: This section should define the character of the charter school. It should be the driving force behind the proposal and be reflected throughout. It should answer these questions:

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

Scoring criteria:

Exceeds: The application addresses the section criteria with responses that adequately demonstrate the applicant’s ability to successfully start and operate a charter school. Applicant demonstrates a clear understanding of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules, PPS Board policy regarding charter schools, and current PPS strategic initiatives in school system design. Very little additional information or data is necessary.

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Does Not Meet: The application does not address the section criteria in adequate detail and/or the responses demonstrate the applicant’s inability to successfully start and operate a charter school. The applicant provides insufficient data and/or information to support assertions in the proposal, or uses flawed or misleading data and/or information. The applicant demonstrates a lack of knowledge of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules.

Rating Topics	Strengths	Weaknesses	Updated information (after hearing and submission of written materials)
Provides a description of the philosophy and mission of the public charter school.	Broad mission statement, very positive	<p>Doesn't seem to totally connect to the mission of PHCNW</p> <p>How does PHC’s mission of training and employing people with severe disabilities fit into a public charter school that focuses on engineering and environmental stewardship? Nothing about equity in the mission statement.</p> <p>Applicant doesn’t describe who PHNCW is adequately.</p> <p>Lacks an equity and/or culture component</p>	<p>When asked if there is an equity or cultural component in its mission, Applicant states in part: “Yes, This evident by our outreach efforts and our materials that we have translated into Spanish and Vietnamese. Page 12 of our proposal outlines our outreach efforts. We intend to be friendly and provide an atmosphere of comfort. This is what we have learned by developing an incredibly diverse work force throughout the past 61 years.... <i>Our mission is to create a learning environment that promotes curiosity, exploration, and confidence -</i></p>

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

Total points available = 10

Points given: _____

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

General Comments:

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.

Criteria:

Exceeds: The application addresses the section criteria with responses that adequately demonstrate the applicant’s ability to successfully start and operate a charter school. Applicant demonstrates a clear understanding of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules, PPS Board policy regarding charter schools, and current PPS strategic initiatives in school system design. Very little additional information or data is necessary.

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Rating Topics	Strengths	Weaknesses	Updated information (after hearing and submission of written materials)
Describes the curriculum of the public charter school.			
Provides a description of any distinctive learning or teaching techniques to be used in the public charter school.	Individual Strategic Achievement Plan Unique family connection Describes the classroom model/structure	Does not specify if teachers will be trained in teaching a co-teacher model. Does not name specific “formative and proficiency-based” assessments Large classes of 50 kids in 6 th and 7 th grade with 2.5 teachers in a co-teaching model. How is this culturally relevant? What training will be provided?	Applicant was asked about the “formative and proficiency-based” assessments to which they refer. Applicant responded in part: “In addition to quizzes and tests, teachers use informal questioning, observation, discussion, projects, and student presentation to gain a better understanding of each student’s progress in gaining pertinent skills and knowledge during each unit of instruction. The student works at gaps in proficiency

			<p>until they are closed. Proficiencies are directly correlated to state content standards.”</p> <p>Reviewers note that how a student will “work at gaps” in proficiency is not well addressed. There is no indication that READY teachers will have specific training in proficiency assessment.</p> <p>During the hearing, Applicant stated that it would recruit teachers that have taught in teams previously. Cultural relevance would come from exchanging, sharing, and working together.</p>
Shows the alignments of the proposed curriculum and materials to state content and performance standards at the grade levels to be served. Attach as Exhibit IV.	very complete and aligned	Health meets CIM standards?	
Lists the instructional materials that have been selected for the grade levels to be served and explain the criteria for the selections. Attach as Exhibit V.	I-time, SAP (Strategic Achievement Plan)		
Explains how the instructional program will support all students in meeting state content standards and benchmarks. If replicating or using an existing program, provide data showing the program’s measurable effects on students’ academic achievement.	SAP, proficiency based assessments	Very cursory achievement findings (top lines)	
Explains how the instructional program will be differentiated or otherwise designed and implemented to meet the needs of: <ul style="list-style-type: none"> i. Academically low achieving students 		<p>Didn't actually show or describe what the Student Intervention Board is.</p> <p>How will they accommodate the needs of low performers/SpED?</p>	<p>Applicant states: “We will accommodate low performers In accordance with the student’s IEP/504 Plan. We will partner with PPS SPED teachers and staff to offer the</p>

<ul style="list-style-type: none"> ii. Special Education students, iii. Students who are English Language Learners iv. Students identified as Talented and Gifted. 		<p>Meeting with parents 6 times per year – what will this entail? How will they use the SAP? Details TAG but not SpED or low achieving – is TAG the real focus?</p> <p>Does not address differentiated curriculum, or how their environment will be “unique”.</p>	<p>least restrictive environment possible. Sheltered instruction will be offered where needed. Our daily intervention time (I-Time) will also benefit low performers and SPED students.”</p> <p>Reviewers noted that there may be some confusion between modifications for SpEd students and ELL sheltered instruction. There is also no specificity with respect to instructional strategies.</p>
<p>Explains how the proposed curricula, methods, and materials are:</p> <ul style="list-style-type: none"> i. Based on sound and effective models or approaches that will result in increased learning and achievement for all students. ii. Designed to be culturally competent, and to close the achievement gap. 		<p>Addressed but not thoroughly.</p> <p>No specifics about how the curricula are designed to be culturally responsive, or how it will close the achievement gap.</p> <p>How is Pearson culturally responsive?</p> <p>How are the sound models described effective for students of color?</p>	<p>When asked how Pearson is culturally responsive, Applicant responded: “The literary anthologies have a wide variety of stories from many different voices. Students will not only be able to hear their only culture in the readings, but will also be able to learn and appreciate the stories from other cultures as well. The Social Science curriculum emphasizes cultural studies over a four year block - particularly in grades six through nine. Pearson also operates in 70 countries and is one of the leading publishers of public school curricula in the United States. This high demand indicates a “global” acceptance and provides evidence of the curriculum’s cultural responsiveness.”</p> <p>Reviewers generally found</p>

			this response lacking detail and noted that the high sales rates of Pearson do not necessarily reflect the cultural relevance of the product.
<p>Explains how the proposed charter school will address the Oregon legislature’s goals for charter schools in ORS 338.015:</p> <ul style="list-style-type: none"> i. Increase student learning and achievement. ii. Increase choices of learning opportunities for students. iii. Better meet individual students’ academic needs and interests. iv. Build stronger working relationships among educators, parents, and other community members. v. Encourage the use of different and innovative learning methods that are not already provided by the district. vi. Provide opportunities in small learning environments for flexibility and innovation, which may be applied, if proven effective, to other public schools. vii. Create new professional opportunities for teachers. viii. Establish additional forms of accountability for schools. ix. Create innovative measurement tools. 	Well thought out, organized and focused.	Some components are not adequately addressed.	
Explains how the proposed charter school will 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		All of these subjects were not addressed in this proposal.	

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

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

Scoring criteria:

Exceeds: The application addresses the section criteria with responses that adequately demonstrate the applicant’s ability to successfully start and operate a charter school. Applicant demonstrates a clear understanding of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules, PPS Board policy regarding charter schools, and current PPS strategic initiatives in school system design. Very little additional information or data is necessary.

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Rating Topics	Strengths	Weaknesses	Updated information (after hearing and submission of written materials)
Provides the standards for behavior and the procedures for the discipline, suspension or expulsion of students.	Very complete	<p>Affiliation with gangs is a Level 3 offense?</p> <p>Standards are punitive in nature, and lack a strengths-based component.</p> <p>Standards do not appear to be culturally responsive.</p> <p>Applicant notes that it will target struggling students, but the discipline process penalizes youth for tardies, missing assignments, and unexcused absences.</p>	Applicant states: “The school’s discipline policy will employ PBIS, (Positive Behavior Intervention System), a researched-based program that has shown significant positive results in reducing negative student behavior. PBIS supports the development of positive, pro-social behavioral skills. The READY administrator and teachers will encourage problem solving through PBIS, and since problematic behaviors will be less prevalent when using PBIS, this will leave more time for

			<p>interventions should they be necessary for “yellow zone” and “red zone children” who struggle with behavioral choices.</p> <p>READY will use its discipline standards as a trigger for intervention emphasizing support and accountability. READY will administer cultural competence training and sensitivity for teachers when administering discipline procedures. Lessons to incorporate American culture and other cultures to help with classroom behavior where needed. We will ensure teachers and staffs are not disciplining students based on cultural differences. Our cultural competency professional development strategy will help educate staff in these areas.”</p> <p>Reviewers question the cultural competence of the proposed standards, and note that students quickly learn what designations such as “red zone” and “yellow zone” really mean.</p>
<p>Provides a description of the proposed staff members and required qualifications of teachers at the public charter school.</p>	<p>14 of 18 teachers would be certified (15 or 21 possible certified positions)</p>	<p>Parent education groups – type and frequency, purpose? Counselors indicated but role not adequately addressed?</p>	<p>Applicant states: “The Site Council will work to:</p> <ul style="list-style-type: none"> • The development of plans to improve the professional growth of the

			<p>school's staff.</p> <ul style="list-style-type: none"> • The improvement of the school's instructional program. <p>The Special Education Advisory Council will offer informational speakers and provides a forum for networking among parents and professionals addressing issues of concern to the special education community. The Special Education Advisory Council shall not have the authority to override contractual agreements, administrative rules or regulations, or board policy, without the approval of the School Director and the board, respectively.</p>
Describes the arrangements for any necessary special education and related services provided pursuant to ORS 338.165 for children with disabilities who may attend the public charter school.	Use of PPS for SpEd	Will use PPS resources. Don't adequately describe how they will serve SpEd population.	
<p>Describes the key employment requirements and qualifications for each staff position listed below. Includes an explanation of how all teachers in core subjects will be Highly Qualified as determined by the No Child Left Behind Act of 2001.</p> <ol style="list-style-type: none"> Teachers. Teaching assistants. Counselors. Principals, directors, managers, and any other administrators. If any administrators have been 		Not adequately addressed.	

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

Total points available = 40

Points given: _____

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

General Comments:

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

Scoring criteria:

Exceeds: The application addresses the section criteria with responses that adequately demonstrate the applicant’s ability to successfully start and operate a charter school. Applicant demonstrates a clear understanding of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules, PPS Board policy regarding charter schools, and current PPS strategic initiatives in school system design. Very little additional information or data is necessary.

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.

Nearly Meets: The application sufficiently addresses most of the section criteria, but does not provide adequate detail in the responses. Applicant provides some relevant data and/or information, but key data or informational points may be missing or flawed.

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Rating Topics	Strengths	Weaknesses	Updated information (after hearing and submission of written materials)
Provides a description of the expected results of the curriculum.	Added post-secondary attendance metric	How will results be achieved?	
Describes the verified methods of measuring and reporting objective results that will show the growth of knowledge of students attending the public charter school.	OAKS, ADM, CTE – 100%, Grade Rate – 80%, 95% attendance, 83% will meet reading/math benchmarks by 2019. Reference to assessments other than OAKS – “proficiency assessments”. It’s good to have other data points (but see comment to the right).	Reporting on website? What additional efforts to communicate with families? Mentions proficiency assessments in addition to standardized assessments. No detail is given on what these proficiency assessments are or how frequently they will be used.	During the hearing, Applicant noted that it would also communicate via conferences, email reports, snail mail, and a designed tracking system for proficiency measures.
Explains how school performance data will allow comparisons with other public schools.	strong alignment to state testing	Unclear what is meant by “RPCS will also use the Common Core, and Oregon State Standards as our targeted benchmarks.” Is this a reference to some assessment benchmarks beyond OAKS or SMARTER or is it a reference to content standards?	
States the school’s specific	Targets are ambitious, but reachable. Some targets	Not adequately addressed.	

<p>annual student performance goals, as defined by the school. Explains how they are measurable and reasonable for the proposed term of the charter.</p>	<p>identify an increase over time.</p>	<p>Academic achievement and graduation rate targets are set for future dates (first academic targets are June 2016) and first grad rates will not be reported for the first cohort of students until winter 2017 (for the 2013-14 10th graders).</p> <p>Consider adding intermediate targets, particularly for academic achievement (why wait until 2016 if this is an annual measure?). Consider intermediate measures for graduation rates, like credit attainment or course completion.</p>	
<p>States the school's other specific goals. Explains how they are measurable and reasonable. (Examples might include goals for parent involvement or staff training or professional development.)</p>	<p>Big list of other goals, ambitious</p> <p>A nice set of goals in various areas. Focus attention in a comprehensive, system-oriented manner rather than just on standard student outcomes.</p> <p>Planned for community engagement.</p>	<p>Goals for parent involvement or pd provided but not adequate.</p> <p>Many of these goals could use a lot of refinement, particularly in terms of how they will be measured and tracked, frequency of reporting and specific, measurable targets.</p> <p>For example, family conferences could have a participation rate target attached. More detail could be provided on how student community service hours are tracked,</p> <p>The first instructional goal appears to be two goals combined (team teaching and curricular integration). Consider splitting this.</p> <p>Development of "community consciousness" is an abstract notion and needs to be better defined if it will be measured and reported.</p> <p>For college credits, how many will each graduate be expected to earn. There's a disagreement between "every graduate will have earned college credits" and "all students will have the opportunity to take classes that have college credit."</p>	<p>Applicant states that its participation goal for family conferences is 75%, 8 times/year.</p> <p>Reviewers wondered if there is a plan for home visits, childcare, translators, etc. to make these frequent conferences more accessible.</p> <p>When asked how the development of "community consciousness" will be measured and reported, Applicant stated in part: "We will measure the "community conscious" goal by conducting a "Know Your Community & Community Responsibility" survey that all students will complete 3 times per year. This questionnaire will focus on the history, diversity, and challenges of the school community." Applicant also notes that students will be required to complete 50 hours of community service per year.</p> <p>Reviewers feel that the</p>

		<p>Better define what “some form of postsecondary education” means if this is to be measured. Goal is stated as actual enrollment; the “measurable” statement is worded as indicating college plans. Actual and planned enrollment are not the same thing.</p> <p>Graduating ready for work and college could be better defined to make it measurable.</p>	question was answered, but that the plan is potentially burdensome on staff and students, and may be too aspirational.
Explains the plan to collect, monitor, and evaluate student and school performance data.	The plan spells out a lot of specific data to be collected. Responsibilities are generally stated and clear.	<p>The items to be collected are not inclusive of all the data needed to address every goal proposed. Not entirely clear whether each goal has an associated data collection plan or venue.</p> <p>This is a lot of data to be collected. The proposal might benefit from a more detailed chart indicating timelines, responsibilities and methods for all needed data. Otherwise, with this volume of data, some things may be overlooked.</p>	
Explains the school’s plan to use student and school performance data to inform and adjust its education program, supports for learning, and accountability plan.		Many references to learner-centered problems, but no mention of reflection or adjustment to teaching methods or instructional shifts.	
Explains how student and school performance data will be reported to school staff and administration, to parents, to students, to the district, and to others in the school community.		<p>Posting monthly indicator reports on the school website could produce a lot of unintended consequences, not just good accountability (data validity?)</p> <p>How will data be reported to parents?</p>	
Describes how the charter	Clear strategy for increasing attendance – home	Is 80% grad rate too high or too low,	Applicant states: “We have

<p>school will ensure that:</p> <ul style="list-style-type: none"> i. Students make Adequate Yearly Progress, as established by the State of Oregon under the No Child Left Behind Act of 2001, toward meeting Oregon Statewide Assessment standards in English/Language Arts, Mathematics, Writing, Science, and attendance at grade 11 (and grades 3-8, if applicable), and how it will meet minimum graduation requirements. ii. The charter school's average daily attendance rate will meet or exceed the prior school year's average daily attendance rate of Portland Public Schools for the same grade level(s) as are represented in the charter school. iii. The charter school will retain an expected percentage of students, as defined by the school. Describe the expected retention rate and the methods by which the school will achieve this rate and retain enrolled students from year to 	<p>visits and phone calls</p>	<p>given targeted population for school?</p> <p>Not specific about actual strategies or evidence-based academic interventions</p> <p>What constitutes a "reasonable" translation accommodation?</p>	<p>defined "reasonable" as "sensible within the guidelines of normal practice". Within the context of translation accommodations, we plan on providing on site translation services for major language groups at school events. We see a major language group as 15% or greater of the student population not fluent in English. RPCS will also make reasonable translation accommodations by translating school materials into a student's language preference. These school material translations will be made upon request of the student/family."</p>
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<p>year. (For the purposes of this question, the retention rate is calculated as the percentage of students who were enrolled in October and May of the previous school year.)</p> <p>iv. The charter school will provide its students equal access to participation in its programs or activities.</p> <p>v. All students are able to demonstrate proficiency in the Essential Skills identified by the State of Oregon prior to graduation.</p>			
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<p>Total points available = 30 Points given: _____ Overall Rating for this section: _____ Exceeds (26-30) _____ Meets _____ (21-25) Nearly Meets _____ (16-20) Does Not Meet (0-15)</p> <p>General Comments:</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.

Scoring criteria:

Exceeds: The application addresses the section criteria with responses that adequately demonstrate the applicant’s ability to successfully start and operate a charter school. Applicant demonstrates a clear understanding of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules, PPS Board policy regarding charter schools, and current PPS strategic initiatives in school system design. Very little additional information or data is necessary.

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Rating Topics	Strengths	Weaknesses	Updated information (after hearing and submission of written materials)
Describes the manner in which community groups may be involved in the planning and development process of the public charter school.	Well thought-out and communicated.	What about on-going development and refinement?	
Describes the governance structure of the public charter school.	Monthly board meetings	No staggered terms The application mentions a 7 member board, with 2 members yet to be recruited. The 5 present members of the board appear to have strengths in areas other than accounting and finance. It would be advisable to have the additional 2 board members have prior experience in accounting or finance so that the board has	When asked if there would be parent representatives on the board, Applicant responded: “There are benefits and challenges to having parents on the board. Parents provide excellent perspective, as they hear first hand their child’s experience in school. However they can also allow their judgments to become self serving by supporting initiatives that will directly

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

	parent organization- PHCNW will provide \$93,000 of startup support, \$350,000 of operational support, use of facility, and administrative support.		
Describes the financial management systems for the public charter school. Includes a plan for having the financial management systems in place at the time the school begins operating.			
Describes the manner in which the program review and fiscal audit will be conducted.			
Describes the plan for performance bonding or insuring the public charter school, including buildings and liabilities.			
Describes the proposed plan for the placement of public charter school teachers, other school employees and students of the public charter school upon termination or nonrenewal of the charter.			
Provides evidence that the systems and procedures in the proposed financial and business plan follow general accounting procedures.	Will connect with PHCNW's systems. PHCNW has had annual audits with clean opinions, and is familiar with requirements of GAAP, financial statement preparation, management of Federal Grants funding, and internal controls.		
Provides 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. Attaches as Exhibit XI.			
Lists the school's board of directors and provides their qualifications and terms on Table V. Attaches the bylaws as Exhibit XII. Additionally: <ul style="list-style-type: none"> i. Explains how the board was established and how it supports the school's mission, governance, and fiscal stability. ii. Describes the plan to train and recruit board 		READY should have its own board by-laws, need more distinction from PHCNW Board roles make them feel like volunteer employees (unsustainable) Page 48 of the application	Applicant notes that READY will be a "department" within PHCNW. Reviewers note that this may be problematic, not only in the organization's framing

Portland Public Schools

Charter Application Criteria

<p>members.</p> <p>iii. Explains how the directors' roles are different from the school administrators' roles.</p> <p>iv. Describes any advisory or other committees and how they will relate to the school's board and administration.</p>		<p>states that "board members will be trained in financial oversight processes to ensure competent oversight." but does not provide any details of the training plan (who, what, when, etc.).</p>	<p>and consideration of the school, but in the fact that it seems as though the READY board is really devoid of authority and all authority for READY will lie with PHCNW.</p> <p>At the hearing, Applicant noted that training would be provided by the audit committee, which would be composed of an accountant, a CPA, an investor, a banker, and a federal agency administrator. New Board members would be expected to be on the audit committee for 3 months, then would receive training and coaching.</p>
<p>Provides the marketing and recruitment plan as Exhibit XIII. Explains how the plan is:</p> <p>i Consistent with the school's mission and goals</p> <p>ii. Specifically designed to reach the school's target population(s).</p> <p>iii. Specifically designed to provide equity of access to all students.</p>		<p>Recruitment of kids, not staff.</p> <p>Equity of access for second language community?</p> <p>No discussion of reaching out to families of color or other specific populations.</p>	<p>At the hearing, Applicant noted that it has advertised in the Asian Reporter, the Hispanic News, and has asked every church and community organization in the area for presentation time. Applicant believes that more response will come after approval.</p>
<p>Provides the student admission and withdrawal policies and application procedures as Exhibit XIV. Explains how those policies 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>Exhibit XIV has a non-discrimination statement which is narrower than ORS 338.125 (c) which states: "A public charter school may not limit student enrollment based on race, religion, sex, sexual orientation, ethnicity, national origin, disability, the terms of an individualized education program, income level, proficiency in the</p>	

		English language or athletic ability." Suggest adding sexual orientation and terms of an IEP to Ready's non-discrimination policy.	
Describes the plans and procedures for the following: A. Use of unique district facilities (e.g. gymnasiums, athletic fields, computer labs). B. Graduation exercises, including public charter school students' participation in district exercises. C. Admission of students expelled from another district for reasons other than a weapons policy violation. D. Solicitation/advertising/fundraising by nonschool groups. E. Field trips. F. Student publications.			
Optional Space Request Form completed.			

<p>Total points available = 40 Points given: _____ Overall Rating for this section: _____ Exceeds (35-40) _____ Meets (28-34) _____ Nearly Meets (21-27) _____ Does Not Meet (0-20) General Comments:</p>

VII. Additional Information: This section only applies if the applicant intends to convert an existing public school to charter school status.

Scoring criteria:

Exceeds: The application addresses the section criteria with responses that adequately demonstrate the applicant’s ability to successfully start and operate a charter school. Applicant demonstrates a clear understanding of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules, PPS Board policy regarding charter schools, and current PPS strategic initiatives in school system design. Very little additional information or data is necessary.

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Rating Topics	Strengths	Weaknesses
Describes the alternative arrangements for students who choose not to attend the public charter school and for teachers and other school employees who choose not to participate in the public charter school.	NA	
Describes the relationship that will exist between the public charter school and its employees, including evidence that the terms and conditions of employment have been addressed with affected employees and their recognized representative, if any.	NA	

Overall Rating for this section (no points given): _____ Exceeds _____ Meets _____ Nearly Meets _____ Does Not Meet

General Comments:

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

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following item:

Number 4674

RESOLUTION No. 4674

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

RECITAL

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

RESOLUTION

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

NEW CONTRACTS

No New Contracts

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

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

N. Sullivan