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December 10, 2019

Board of Education Report

Superintendent's Proposal 1910-15SP1

Denial of the Renewal of the OnePurpose School Charter

Action Proposed:

Staff recommends denial of the renewal of the charter for OnePurpose School (OP) located at 948 Hollister Avenue, for five (5) years, beginning July 1, 2020 and ending June 30, 2025.

Background

In the public meeting of October 15, 2019, the San Francisco Board of Education received a petition from OnePurpose School, Inc. seeking renewal of its charter (currently authorized by the State Board of Education) for a five year period ending June 30, 2025. The petition was referred to the Curriculum and Program Committee and the Budget and Business Services Committee.

Under Education Code, if the District wishes to deny renewal, it must take the denial action within 60 days of receipt. If the Board does not take action, with written factual findings, to deny (or approve) the petition by December 15, 2019 the State will deem the petition approved as an SFUSD-authorized charter school, through June 30, 2025.

General Guidelines for the Review of California Charter School Renewal Petitions

California Code of Regulations (CCR): Title 5, Division 1, Chapter 11, Subchapter 19

The Board shall deny a renewal petition only if it makes a written factual finding setting forth specific facts to support one or more of the following grounds: (Education Code 47605, 47607; 5 CCR 11966.4)

1. The charter school presents an unsound educational program for the students enrolled in the school.
- 2.
3. The petition does not contain an affirmation of each of the conditions described in Education Code 47605(d).
4. The petition does not contain reasonably comprehensive descriptions of the charter provisions in Education Code 47605(b)(5).
5. The charter school has failed to meet at least one of the following criteria of academic performance:

a. **Increases in academic achievement for all numerically significant groups of students served by the charter school, as defined in Education Code 52052, shall be the most important factor. (Education Code 47607; 5 CCR 11966.4).**

b. Academic performance at least equal to the academic performance of the public schools that the charter school students would otherwise have been required to attend as well as the academic performance of district schools, taking into account the composition of the student population that is served at the charter school. In determining whether the charter school satisfies this criterion, the Board shall base its decision on:

- i. Documented clear and convincing data
- ii. Student achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program state academic achievement tests, for demographically similar student populations in comparison schools
- iii. Information submitted by the charter school.

Staff Review – California Code of Regulations/Education Code Criteria

(1) The data indicate:

OnePurpose has not produced increases in academic achievement for all numerically significant groups of students served, and has not produced academic performance at least equal to District schools.

Pursuant to the requirements of Education Code section 47607(b)(1), we have reviewed the academic performance data provided in the petition, and the information reported on the California Department of Education's California Assessment of Student Performance and Progress (CAASPP) web site.

API testing was suspended in the 2013-14 school year and districts and charter schools were required to administer the new Smarter Balanced Assessment in Grades 3 and 11, starting in the 2014-15 school year. OP started in the 2015-16 school year with TK-1 and did not have a 3rd Grade class until 2017-18. The results of the OP CAASPP for 3rd Graders in 2018, and 3rd and 4th Graders in 2019, are presented below

GROUP	2018 Grade 3		2019 Grade 3		2019 Grade 4	
	ELA - % Meeting or Exceeding Standard	Math - % Meeting or Exceeding Standard	ELA - % Meeting or Exceeding Standard	Math - % Meeting or Exceeding Standard	ELA - % Meeting or Exceeding Standard	Math - % Meeting or Exceeding Standard
ALL	15%	10%	15%	5%	0%	8%
AA	17%	8%	---	---	---	---
Latinx	---	---	---	---	---	---
SED	17%	11%	21%	0%	---	---
EL	---	---	---	---	---	---
Students w/Disabilities	---	---	---	---	---	---

- Third Grade school-wide results for ELA were the same in 2018 and 2019
- Third Grade school-wide results for Math decreased from 2018 to 2019
- The results for the cohort moving from grade 3 in 2018 to grade 4 in 2019 were poorer than 2018 in ELA and Math
- Third Grade results for Socio-economically Disadvantaged students improved from 2018 to 2019 in ELA, but declined in Math

COMPARISON to DISTRICT SCHOOLS

Grade 3 ELA 2018 (% meeting or exceeding standard)

SCHOOL	ALL Students	Latinx Students	Black Students	SED Students	EL Students	Students w/Disabilities
OnePurpose	15%	---	17%	17%	---	---
Dr GW Carver ES	10%	---	13%	10%	---	---
Bret Harte ES	10%	---	---	15%	9%	---
Malcolm X	13%	---	---	7%	---	---
SFUSD	52%	28%	21%	36%	22%	22%

Grade 3 MATH 2018 (% meeting or exceeding standard)

SCHOOL	ALL Students	Latinx Students	Black Students	SED Students	EL Students	Students w/Disabilities
OnePurpose	10%	---	8%	11%	---	---
Dr GW Carver ES	23%	---	27%	24%	---	---
Bret Harte ES	0%	---	---	0%	0%	---
Malcolm X	19%	---	---	20%	---	---
SFUSD	57%	35%	15%	44%	36%	29%

Grade 3 ELA 2019 (% meeting or exceeding standard)

SCHOOL	ALL Students	Latinx Students	Black Students	SED Students	EL Students	Students w/Disabilities
OnePurpose	15%	---	---	21%	---	---
Dr GW Carver ES	15%	---	8%	14%	---	---
Bret Harte ES	0%	0%	---	0%	0%	---
Malcolm X	0%	---	---	0%	---	---
SFUSD	52%	29%	21%	37%	29%	20%

Grade 3 MATH 2019 (% meeting or exceeding standards)

SCHOOL	ALL Students	Latinx Students	Black Students	SED Students	EL Students	Students w/Disabilities
OnePurpose	5%	---	---	0%	---	---
Dr GW Carver ES	30%	---	23%	36%	---	---
Bret Harte ES	6%	5%	---	7%	0%	---
Malcolm X	57%	---	---	62%	---	---
SFUSD	58%	32%	22%	47%	43%	26%

Grade 4 ELA 2019 (% meeting or exceeding standards)

SCHOOL	ALL Students	Latinx Students	Black Students	SED Students	EL Students	Students w/Disabilities
OnePurpose	0%	---	---	---	---	---
Dr GW Carver ES	17%	---	18%	19%	---	---
Bret Harte ES	11%	---	---	13%	---	---
Malcolm X	34%	---	---	33%	---	---
SFUSD	53%	30%	20%	35%	20%	19%

Grade 4 MATH 2019 (% meeting or exceeding standard)

SCHOOL	ALL Students	Latinx Students	Black Students	SED Students	EL Students	Students w/Disabilities
OnePurpose	8%	---	---	---	---	---
Dr GW Carver ES	17%	---	18%	19%	---	---
Bret Harte ES	19%	---	---	21%	---	---
Malcolm X	39%	---	---	40%	---	---
SFUSD	51%	25%	11%	38%	25%	21%

- Third Grade ELA performance in 2018 (school-wide and significant groups) exceeded comparison District schools, but lagged the district as a whole
- Third Grade Math performance in 2018 (school-wide and significant groups) exceeded Bret Harte ES, but lagged all other comparison schools, and the District
- Third Grade ELA performance in 2019 (school-wide and SED) was at least equal or better than District comparison schools, but lagged the District
- Third Grade Math performance in 2019 (school-wide and SED) lagged all comparison schools and the District
- Zero Percent of 4th Grade students tested in 2019 met or exceeded standard in ELA. Fifteen percent of this cohort met or exceeded standard for 3rd grade in 2018.

- **Eight Percent of 4th Grade students tested in 2019 met or exceeded standard in Math. Ten percent of this cohort met or exceeded standard for 3rd Grade in 2018**

Review of the Required Petition Elements (Ed. Code § 47605(b))

(2) Renewals shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605, except that the signature requirement for new petitions is not applicable to petitions for renewal. The Board shall consider the past performance of the charter school's academics, finances, and operations in evaluating the likelihood of future success, along with plans for improvement, if any. (Education Code 47607; 5 CCR 11966.4).

The petition for renewal shall include a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed. (Education Code 47607; 5 CCR 11966.4)

With the adoption of the Local Control Funding Formula (LCFF), the State also amended the Education Code pertaining to charter schools.

- Education Code section 47605(b)(5)(A)(ii) requires charter petitions to include annual goals, for all pupils and for each subgroup of pupils to be achieved in the state priorities that apply for the grade level served, or the nature of the program operated by the charter school, and specific annual actions to achieve those goals.
- Education Code section 47605(b)(5)(B) requires the petition to contain measurable pupil outcomes that address increases in pupil academic achievement, both school wide and for all groups of pupils served by the school. The outcomes must be aligned with state priorities.

Petition Insufficiencies Identified in Staff Review

A. The Renewal Petition lacks a description of new requirements of charter schools and how the Charter School has met those requirements.

Governing law requires a renewal or a material revision to include, among other elements, "a reasonably comprehensive description of any new requirement of charter schools enacted after the charter was originally granted or last renewed." (Ed. Code, § 47607(a)(2).) The regulations governing charter schools further clarify that a charter renewal petition or material revision must also include "a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed." (5 CCR § 11966.4(a)(2).)

1. The Petition does not include this required information. Requirements applicable to OnePurpose enacted since 2015 include, but are not limited to:

Education Code § 44050: Requires charter schools to maintain a section in their employee code of conduct on employee interactions with pupils; provide written copy of the section to parents/guardians at beginning of each school year; and post the section or provide a link to it on the school website. (Effective 1/1/18.)

Education Code § 35292.6: Charter schools maintaining any combination of classes from grades 6-12 that meets a 40% pupil poverty threshold as specified in federal law must stock 50% of school's restrooms with feminine hygiene products and may not charge for feminine hygiene products. (Effective 1/1/18.)

Education Code § 215 et seq.: Before beginning of 2017-2018 school year, charter schools serving students in grades 7-12 must adopt policy on pupil suicide prevention that specifically addresses needs of high-risk groups. (Effective 1/1/17.)

Education Code §§ 8482.6, 8483, 8483.1 & 8483.5: Requires charter schools to give first priority enrollment in ASES programs to homeless and foster youth; requires before or after school programs to inform apparent or caregiver of right of homeless or foster children to receive priority enrollment; and prohibits after school program from charging fee for students it knows are homeless or in foster care. (Effective 1/1/17.)

Education Code §§ 234.1 & 234.5: Requires LEAs serving students in grades 7 to 12 to provide certificated employees with information related to support of students facing bias or bullying on basis of religious affiliation or perceived religious affiliation. (Effective 1/1/17.)

Education Code § 313.1: Added new definitions of "long-term English learner" and "English learner at risk of becoming a long-term English learner." (Effective 1/1/16.)

Education Code § 48850 et seq.: Requires provision of certain services for homeless and foster students and clarifies that "local educational agency" includes all charter schools. (Effective 1/1/16.)

Health & Safety Code § 120325 et seq.: Amended personal belief exception and other immunization requirements. (Effective 1/1/16 & 1/1/17.)

Education Code § 44939.5: Prohibits charter schools from entering into agreements that would prevent mandatory reporting of egregious misconduct, or expunging or entering into an agreement authorizing expunging an employee's personnel file. Also includes requirements concerning disclosure of reports of egregious misconduct and filing of false reports. (Effective 1/1/15 and 1/1/16.)

B. In the budget, as presented in the Petition, "Soft" Revenues are critical to solvency

The Board shall consider the past performance of the charter school's academics, finances, and operations in evaluating the likelihood of future success, along with plans for improvement, if any. (Education Code 47607; 5 CCR 11966.4).

The Budget Plan relies on local fundraising for more than 40% of annual expenditures and does not indicate sufficient reserves will be maintained.

C. Required Elements

Education Code section 47605(b)(5)(A)(ii) requires charter petitions to include annual goals, for all pupils and for each subgroup of pupils to be achieved in the state priorities that apply for the grade level served, or the nature of the program operated by the charter school, and specific annual actions to achieve those goals.

Education Code section 47605(b)(5)(B) requires the petition to contain measurable pupil outcomes that address increases in pupil academic achievement, both school wide and for all groups of pupils served by the school. The outcomes must be aligned with state priorities.

English Language Arts and Math:

While there is alignment in the curriculum to the Common Core State Standards and the California State Standards, there appears to be more focus on intervention and remediation versus proficiency and acceleration. The Petition lacks an explicit focus on materials and strategies that support on grade and above grade level learning.

English Language Learners:

There is sufficient indication that English Language Learners receive direct and integrated instructional services. However, the lacks specific mention of dedicated time for direct services on a daily basis for English Language Learners.

Professional Development:

Given the use of open resources and several different instructional materials, a significant amount of on-going professional development would be needed for effective implementation. While professional development days are allotted, the Petition does not identify the necessary on-going professional development plan or feedback loops to teachers to promote instructional efficacy.

Recommendation

Staff recommends that the Board deny the petition based on the following Findings of Fact:

Increases in academic achievement for all numerically significant groups of students served by the charter school, as defined in Education Code 52052, shall be the most important factor in considering charter renewal (Education Code 47607; 5 CCR 11966.4).

Academic performance at least equal to the academic performance of the public schools that the charter school students would otherwise have been required to attend as well as the academic performance of district schools, taking into account the composition of the student population that is served at the charter school.

1. The charter school has failed to meet at least one of the criteria of academic performance: OnePurpose has not produced increases in academic achievement for all numerically

significant groups of students served, and has not produced academic performance at least equal to District schools.

Education Code section 47605(b)(5)(A)(ii) requires charter petitions to include annual goals, for all pupils and for each subgroup of pupils to be achieved in the state priorities that apply for the grade level served, or the nature of the program operated by the charter school, and specific annual actions to achieve those goals.

Education Code section 47605(b)(5)(B) requires the petition to contain measurable pupil outcomes that address increases in pupil academic achievement, both school wide and for all groups of pupils served by the school. The outcomes must be aligned with state priorities.

2. The petition does not contain reasonably comprehensive descriptions of the charter provisions in Education Code 47605(b)(5).

The Board shall consider the past performance of the charter school's academics, finances, and operations in evaluating the likelihood of future success, along with plans for improvement, if any. (Education Code 47607; 5 CCR 11966.4).

3. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. OnePurpose is experiencing declining enrollment and has presented a budget plan that is heavily reliant upon “soft” local fundraising revenues.

In order to deny the Petition on the grounds set forth above, District Staff recommends that the Board adopt these Findings of Fact as its own.



OnePurpose School
948 Hollister Avenue
San Francisco, CA 94124

To: State Board of Education, California Department of Education
Stephanie Farland, Charter School Division Director

From: Pamela Mann, Chair, Board of Directors, OnePurpose School

Re: OnePurpose School Appeal for Charter Renewal

Date: December 11, 2019

To the State Board of Education Directors and Director Farland,

It has been the pleasure of the OnePurpose Board of Directors and Staff to work with and for the students and families of the Bayview community for the past charter term under the authorization of the State Board of Education. We have appreciated the thorough oversight, as well as support, your office has provided over our tenure. It is a partnership that we believe has made our school stronger, in service of our students, families, and staff.

While OnePurpose worked to engage SFUSD in the renewal process - repeatedly offering to meet with Board Members and District staff and asking for a seat at the table to talk about our program and answer any questions or concerns they may have - this simply did not happen. OnePurpose did not receive a public hearing within 30 days of submission, as is standard, and in fact was never heard by the Board as a whole until the evening of the decision - and only through the cumbersome process of two-minute speaker cards. Instead, a report and matrix riddled with errors became the sole foundation for a vote to deny.

OnePurpose School is in no way a perfect institution - we have much work to do in the coming years to grow our program. No one knows this as well as you, our authorizer. However, we have laid a strong foundation in our social-emotional and behavioral programming and made critical adjustments to our academic program. Our fourth year of operation, 2018-19, was an incredibly difficult one due to exceptional events. It is unfortunate in its timing, being the most recent year prior to renewal. However, the school has taken the steps necessary to steady the course and rebuild and shows every indication of being on the path for future growth.

The Executive Summary of the Charter Petition articulates the "why" of OnePurpose, as well as how it meets the criteria for renewal under Education Code 47607. In addition, this letter includes a detailed response to the SFUSD Staff Report and Matrix. This clarification was also provided to the SFUSD Board of Directors prior to their vote.

In terms of that report, insufficiencies were incorrectly cited either because they do not apply to OnePurpose as a TK-5 school or in fact were addressed in the petition (quotations and or page numbers are provided). In a few cases, insufficiencies could be easily addressed

through the Memorandum of Understanding process and are not in fact material to the charter (nor required to be in the charter). In the remaining cases, insufficiencies cite a desire for more information - something OnePurpose would have welcomed the opportunity to address prior to or within public hearing but was not provided.

On behalf of the OnePurpose community, thank you for your public service on behalf of the students and families across San Francisco - and to our specific community of the Bayview within San Francisco. It is appreciated and we look forward to the opportunity of working together for a second charter term under your authorization.

Respectfully submitted,

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

Pamela Mann
Board Chair, OnePurpose School

Background

In the public meeting of October 15, 2019, the San Francisco Unified School District (SFUSD) Board of Education (Board) received the petition from OnePurpose School, Inc. seeking renewal of its charter (currently authorized by the State Board of Education) for a five year period ending June 30, 2025.

Under Education Code, renewals of charter petitions follow the process and requirements of an initial petition. As such, the opportunity for a public hearing in front of a quorum of Directors would be an expected part of the process. Unfortunately, OnePurpose School was not given this opportunity. SFUSD considers its Committee Meetings to serve the purpose of Public Hearings, with schools presenting in front of the Finance and Business Service Committee (2 Members) and Curriculum Committee (3 Members). As such, only by presenting to both committees does this approximate a public hearing in front of a quorum of the Board. As detailed below, OnePurpose was not provided the opportunity to be heard in a single public hearing nor through the consecutive committee hearing process within 30 days - nor prior to the development of the Staff Recommendation. In addition, at no time was OnePurpose provided the opportunity to present - only to speak in two minute segments during public comment.

- October 15, 2019 - OnePurpose submission of Renewal Petition to SFUSD
- November 6, 2019 - Finance and Business Service Committee (2 SFUSD Board Members)

OnePurpose: In this "hearing" in front of two (2) SFUSD Board Members, OnePurpose was not provided the opportunity to present nor answer questions of the committee. Standard protocol in the Committee Meetings is to open for Public Comment, at which point the school may present to the Committee (speaker cards are not used). When public comment was called and the lead of the finance team began her presentation, a timer went off at two minutes and she was stopped - a practice not seen at Budget Committee meetings previously, per subsequent conversation with the Charter School liaison Michael Davis. The team was not given the opportunity to finish the presentation nor answer any of the questions from the Board, which could have resolved many of the "insufficiencies" found in the matrix regarding budget.

- December 6, 2019 - Staff Report issued recommending Denial

OnePurpose: Prior to the second "hearing" in front of the curriculum committee composed of three (3) SFUSD Board Members, the Staff Report was issued recommending denial. OnePurpose had yet to have a public hearing in front of a quorum of Board members.

- December 9, 2019 - Curriculum Committee Meeting (3 SFUSD Board Members)

OnePurpose: This was OnePurpose School's first opportunity to share its program with the Board (though still a subset), and only after the Staff Report had been issued

offering no opportunity to answer questions or clarify concerns. While OnePurpose had been assured by Michael Davis that a conversation had taken place with the chief of staff to the committee to ensure there was presentation time, again the school was limited to two minute increments. While invited to the table for questions, only one was posed to OnePurpose despite being poised to answer all. In particular, Michael Davis was asked why the petition was denied previously. He answered that he did not know. OnePurpose could have easily responded - there were in fact no written findings provided at the time of the last denial. If answers are wanted in earnest, questions need to be asked of both the district staff and OnePurpose together.

- December 10, 2019 - SFUSD Board of Directors (full Board Meeting)

OnePurpose: This was OnePurpose School's first opportunity to share its program with the full Board in a public hearing - the same meeting as the decision. Unfortunately, the presentation was again limited to a series of two minute public comments.

While OnePurpose believes the two Committee Meetings could in fact serve as a Public Hearing, in the spirit of Education Code it would be expected that these both occur within 30 days of submission as is done with initial submissions, or at a minimum prior to development of the decision. In addition, it would be expected that the school would have the opportunity to make a presentation. Neither of these conditions were met during this process.

Furthermore, it should be noted that despite invitation neither Board Members nor District Staff have visited OnePurpose School to understand and evaluate the program. In response to emails sent to each Board member, one Commissioner spoke to our Board Chair prior to the Curriculum Committee meeting. We appreciate this effort. District Staff, as they are not the authorizer, have little to no exposure or knowledge of the daily operations of OnePurpose - and to our knowledge have not reached out to the CDE for background about our program and progress to date. Conversely, OnePurpose has developed a strong relationship with the CDE through weekly and monthly check-ins, fall and spring site visits, and annual progress reports.

Response to Staff Review - California Code of Regulations/Education Code Criteria

Introduction

Under Education Code 47605, 47607; 5 CCR 11966.4, OnePurpose School must meet at least one of the following criteria of academic performance:

- a. Increases in academic achievement for all numerically significant groups of students served by the charter school, as defined in Education Code 52052, shall be the most important factor. (Education Code 47607; 5 CCR 11966.4).
- b. Academic performance at least equal to the academic performance of the public schools that the charter school students would otherwise have been required to attend as well as the academic performance of district schools, taking into account the composition of the student population that is served at the charter school.

Staff Report: *OnePurpose has not produced increases in academic achievement for all numerically significant groups of students served, and has not produced academic performance at least equal to District schools.*

One Purpose: OnePurpose school must meet one of the two thresholds for charter renewal, but not both as was implied in the Curriculum Committee meeting. While the OnePurpose data story is complex, and nowhere close to where we want it to be, we believe it meets the condition of having at least equal performance on average.

OnePurpose faces the challenge of being a brand new, growing school. As such, it had its first testing results in 2017-18 and then its second testing results in 2018-19. Each of these were based on extremely small data sets:

- The 3rd Grade class in 2018-19 represented 20 students, with 18 students in the Socio-Economically Disadvantaged (SED) subgroup and 12 in the African American subgroup.
- The 3rd and 4th Grade classes in 2019-20 represented 20 and 12 students respectively, with 14 students in the SED subgroup for 3rd grade and all other subgroups too small to report.

In looking at the public schools students would otherwise attend - Bret Harte, on whose campus OnePurpose is co-located, Carver, and Malcom X - Bret Harte and Carver have larger cohort sizes (approximately 30 students per grade level) Malcolm X has a smaller one (approximately 16 students per grade level). As such, comparing each as equal is in fact an inaccurate comparison - Malcom X can have stronger results, but with a smaller population of students and Bret Harte can have lower results but with a larger population of students.

In looking at comparison to the district average, the only accurate method of "taking into account the composition of the student population" is to compare to other schools in the Bayview community. Regardless of subgroup - ethnicity, income level, English proficiency, special needs, foster or homeless status - the socio-economic and environmental stressors and trauma that students in the Bayview face on a daily basis is unique and a comparison against similar demographic subgroups across all of SFUSD would be inherently flawed.

To be clear, OnePurpose serves more Socio-economically Disadvantaged students (85% vs. 54%), African American students (44% vs 6%), Latinx students (44% vs 29%), Native Hawaiian / Pacific Islander students (5% vs 0.7%), students with IEPs (13% vs 12%), and Foster Youth (3% vs 0.5%) than the district average.

In regards to its population of students with special needs, the school not only serves a higher percentage than SFUSD but provides a higher level of service for these families. Through a unique partnership with the Seneca Family of Agencies, students and families have ongoing contact with their child's case manager (rather than only through IEP meetings) who facilitates not only academic, but social-emotional and behavioral interventions all within an inclusion setting. While the school is in fact a member of the EDCOE SELPA, this does not in any way detract from the service provided nor parental access or advocacy. Rather, the

OnePurpose model is rooted in funding increased service for its students as a key to future success.

2017-18 Data

Staff Report:

- Third Grade ELA performance in 2018 (school-wide and significant groups) exceeded comparison District schools, but lagged the district as a whole
- Third Grade Math performance in 2018 (school-wide and significant groups) exceeded Bret Harte ES, but lagged all other comparison schools, and the District

Grade 3 ELA 2018 (% meeting or exceeding standard)

SCHOOL	ALL Students	Latinx Students	Black Students	SED Students	EL Students	Students w/Disabilities
OnePurpose	15%	---	17%	17%	---	---
Dr GW Carver ES	10%	---	13%	10%	---	---
Bret Harte ES	10%	---	---	15%	9%	---
Malcolm X	13%	---	---	7%	---	---
SFUSD	52%	28%	21%	36%	22%	22%

Grade 3 MATH 2018 (% meeting or exceeding standard)

SCHOOL	ALL Students	Latinx Students	Black Students	SED Students	EL Students	Students w/Disabilities
OnePurpose	10%	---	8%	11%	---	---
Dr GW Carver ES	23%	---	27%	24%	---	---
Bret Harte ES	0%	---	---	0%	0%	---
Malcolm X	19%	---	---	20%	---	---
SFUSD	57%	35%	15%	44%	36%	29%

OnePurpose:

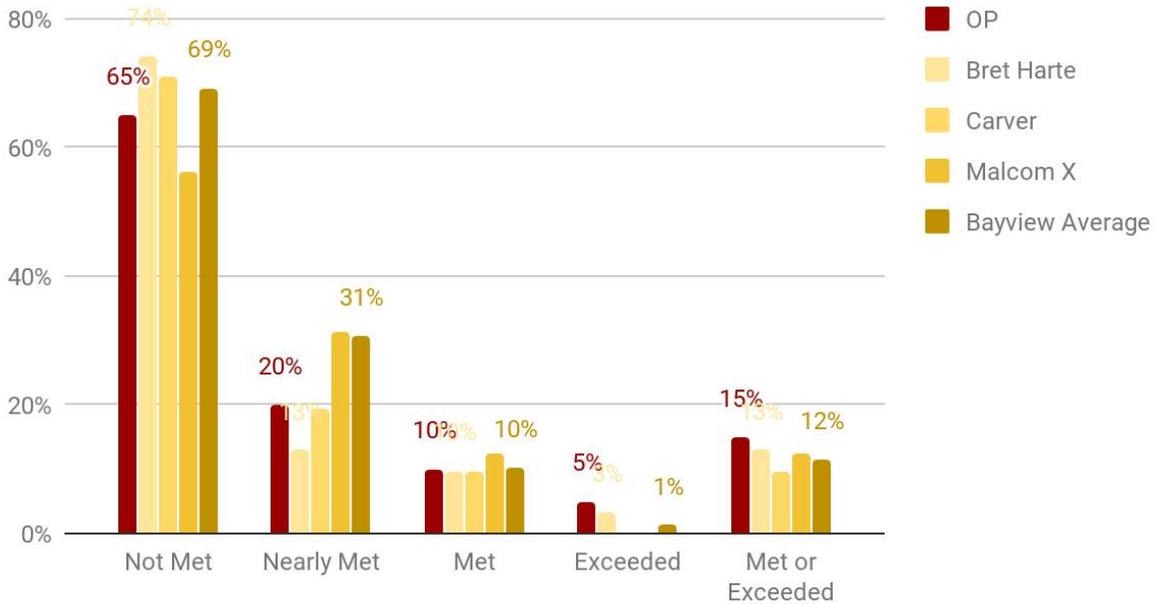
2017-18 was the first year of 3rd grade at One Purpose, whose small cohort of students joined the school as 1st, 2nd, or 3rd graders with significant achievement gaps already in place.

SBAC academic outcomes - while a very limited data set and lower than desired - were stronger than Bret Harte Elementary in both ELA and Math, the school where students would most likely otherwise attend and with which OnePurpose shares a campus. They were on par (slightly higher in ELA, slightly lower in Math) with the Bayview Average as a whole.

OP had a greater percentage of students Meeting or Exceeding in ELA as compared to the Bayview Average (15% compared to 12%) and as compared to Bret Harte Elementary, with which it shares a campus (15% compared to 12%).¹

Similarly, OP had a greater percentage of students Meeting or Exceeding in Math as compared to Bret Harte Elementary, with which it shares a campus (10% compared to 0%).² However, it did have a lower rate than the Bayview Average (10% compared to 13%).

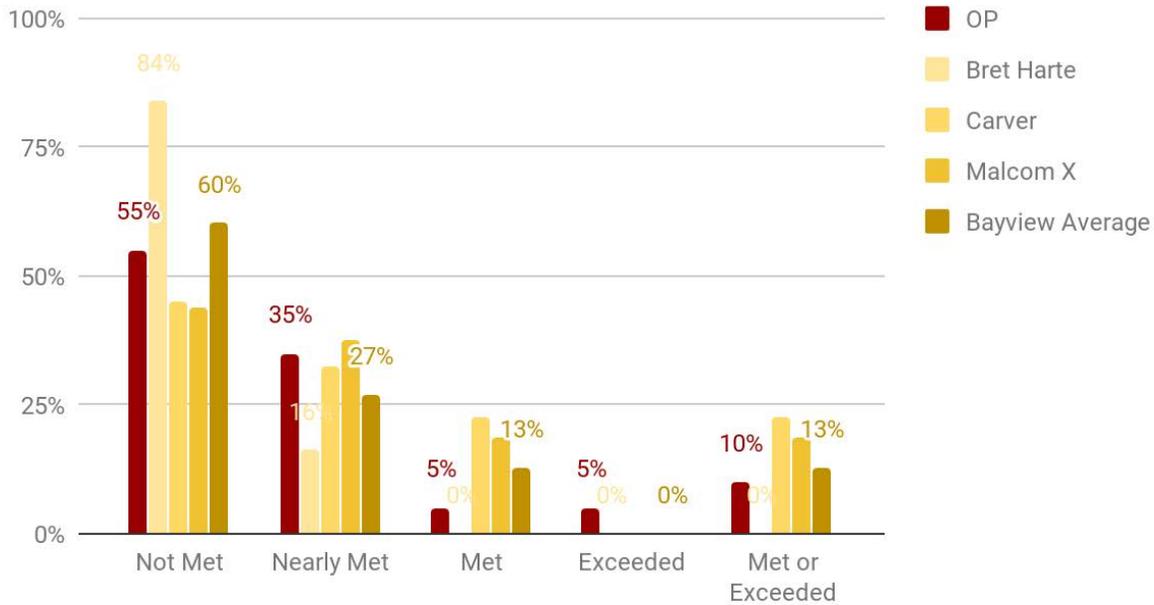
2018 SBAC in ELA



¹ Calculations for weighted average for Bayview Average are provided in Appendix 1 - Theory of Action of the Charter Petition.

² Calculations for weighted average for Bayview Average are provided in Appendix 1 - Theory of Action of the Charter Petition.

2018 SBAC in Math



2019-20 Data Staff Report:

- Third Grade ELA performance in 2018 (school-wide and significant groups) exceeded comparison District schools, but lagged the district as a whole
- Third Grade Math performance in 2018 (school-wide and significant groups) exceeded Bret Harte ES, but lagged all other comparison schools, and the District
- Third Grade ELA performance in 2019 (school-wide and SED) was at least equal or better than District comparison schools, but lagged the District
- Third Grade Math performance in 2019 (school-wide and SED) lagged all comparison schools and the District
- Zero Percent of 4th Grade students tested in 2019 met or exceeded standard in ELA. Fifteen percent of this cohort met or exceeded standard for 3rd grade in 2018.
- Eight Percent of 4th Grade students tested in 2019 met or exceeded standard in Math. Ten percent of this cohort met or exceeded standard for 3rd Grade in 2018.

Grade 3 ELA 2019 (% meeting or exceeding standard)

SCHOOL	ALL Students	Latinx Students	Black Students	SED Students	EL Students	Students w/Disabilities
OnePurpose	15%	---	---	21%	---	---
Dr GW Carver ES	15%	---	8%	14%	---	---
Bret Harte ES	0%	0%	---	0%	0%	---
Malcolm X	0%	---	---	0%	---	---
SFUSD	52%	29%	21%	37%	29%	20%

Grade 3 MATH 2019 (% meeting or exceeding standards)

SCHOOL	ALL Students	Latinx Students	Black Students	SED Students	EL Students	Students w/Disabilities
OnePurpose	5%	---	---	0%	---	---
Dr GW Carver ES	30%	---	23%	36%	---	---
Bret Harte ES	6%	5%	---	7%	0%	---
Malcolm X	57%	---	---	62%	---	---
SFUSD	58%	32%	22%	47%	43%	26%

Grade 4 ELA 2019 (% meeting or exceeding standards)

SCHOOL	ALL Students	Latinx Students	Black Students	SED Students	EL Students	Students w/Disabilities
OnePurpose	0%	---	---	---	---	---
Dr GW Carver ES	17%	---	18%	19%	---	---
Bret Harte ES	11%	---	---	13%	---	---
Malcolm X	34%	---	---	33%	---	---
SFUSD	53%	30%	20%	35%	20%	19%

Grade 4 MATH 2019 (% meeting or exceeding standard)

SCHOOL	ALL Students	Latinx Students	Black Students	SED Students	EL Students	Students w/Disabilities
OnePurpose	8%	---	---	---	---	---
Dr GW Carver ES	17%	---	18%	19%	---	---
Bret Harte ES	19%	---	---	21%	---	---
Malcolm X	38%	---	---	40%	---	---
SFUSD	51%	25%	11%	38%	25%	21%

OnePurpose:

Ultimately OnePurpose does not dispute that the results for the 2018-2019 year were not where the school would have liked them to be. At the time of charter petition, 2017-2018 results alone would have been favorable - and we could have accelerated the process to rely on just those findings. But we did not.

Why? Because between 2017-18 and 2018-19 we transitioned from our Founding Principal to a new Head of School, who in turn needed to step down shortly after taking the helm due to a high-risk pregnancy. At the same time, our CEO unexpectedly needed to take medical leave and ultimately step down, leaving the school in a leadership vacuum. We lost him this September. For a very small and tight knit community, the impact was large. We lost teachers, and in turn continuity of program. Rather than build upon the gains we had made, we lost ground. While the results are not surprising, they are also not a true indicator of what OnePurpose is and can be. We chose to focus on putting proactive steps in place to "right the ship" and address areas of need, rather than push forward with a partial narrative. For better or worse, we are honest in our assessment of our program. Moreover, we are earnest and committed to the improvement efforts we have identified moving forward.

Response to Identified Insufficiencies in Staff Report

To support the SFUSD Board understanding of each finding in the Staff Report, OnePurpose provides the following organized by point in the Staff Report.

- A. The Renewal Petition lacks a description of new requirements of charter schools and how the Charter School has met those requirements.
 - Staff Report: *The Petition does not include this required information. Requirements applicable to OnePurpose enacted since 2015 include, but are not limited to...*
 - OnePurpose: The listed requirements are either met by OnePurpose or in fact do not apply, as OnePurpose is a TK - 5 school and listed requirements are for secondary schools.
 - ! Education Code § 44050: *Requires charter schools to maintain a section in their employee code of conduct on employee interactions with pupils; provide written copy of the section to parents/guardians at beginning of each school year; and post the section or provide a link to it on the school website. (Effective 1/1/18.)*
 - OnePurpose: OnePurpose has established a Boundaries Policy that defines the code of conduct for employee interactions with pupils and it is posted on the school website at: <http://onepurposeschool.org/sbe-compliance>

The Boundaries Policy was provided to Staff during summer onboarding and to families during orientation. To further ensure compliance, the Boundaries Policy will be included in both the Employee and Student/Family Handbooks from 2019-20 forward. These Handbooks are distributed and reviewed annually during Staff Onboarding and Student/Family Orientation.

- ! Education Code § 35292.6: *Charter schools maintaining any combination of classes from grades 6-12 that meets a 40% pupil poverty threshold as specified in federal law must stock 50% of school's restrooms with feminine hygiene products and may not charge for feminine hygiene products. (Effective 1/1/18.)*
 - OnePurpose: This does not apply. As clearly stated in the charter petition, OnePurpose is a TK-5 school.
- ! Education Code § 215 et seq.: *Before beginning of 2017-2018 school year, charter schools serving students in grades 7-12 must adopt policy on pupil suicide prevention that specifically addresses needs of high-risk groups. (Effective 1/1/17.)*
 - OnePurpose: This does not apply. As clearly stated in the charter petition, OnePurpose is a TK-5 school.
- ! Education Code §§ 8482.6, 8483, 8483.1 & 8483.5: *Requires charter schools to give first priority enrollment in ASES programs to homeless and foster youth; requires before or after school programs to inform apparent or caregiver of right of homeless or foster children to receive priority enrollment; and prohibits after school program from charging fee for students it knows are homeless or in foster care. (Effective 1/1/17.)*
 - OnePurpose: The OnePurpose ASES program is open and free to all students, there are no enrollment priorities. OnePurpose notifies all students, including homeless and foster youth, that they have guaranteed, free enrollment in the after school program.
- ! Education Code §§ 234.1 & 234.5: *Requires LEAs serving students in grades 7 to 12 to provide certificated employees with information related to support of students facing bias or bullying on basis of religious affiliation or perceived religious affiliation. (Effective 1/1/17.)*
 - OnePurpose: This does not apply. As clearly stated in the charter petition, OnePurpose is a TK-5 school.

- ! *Education Code § 313.1: Added new definitions of "long-term English learner" and "English learner at risk of becoming a long-term English learner." (Effective 1/1/16.)*

- OnePurpose: OnePurpose school is aware of these new definitions.

The definition of "long-term English Learner" is not applicable, as OnePurpose School is a TK-5 school as clearly stated in the charter and this term applies to students in 6 - 12.

OnePurpose currently monitors students who may be an "English learner at risk of becoming a long-term English learner." Within this definition, this includes students who are still at Intermediate at our below in Grade 3, 4, or 5 (while SBAC performance is monitored, students must have tested for 4 or 5 years before this definition applies). Element A includes a detailed explanation for monitoring EL progress (pp. 105-6) and program assessment based on EL progression rates (p. 111) and Element B includes measures for ensuring ELs make annual progress in alignment with the California School Dashboard (p. 118). It is unclear how the definition is being used as a deficiency, as the Petition is in full of support of it and contains no implication or contradiction otherwise.

- ! *Education Code § 48850 et seq.: Requires provision of certain services for homeless and foster students and clarifies that "local educational agency" includes all charter schools. (Effective 1/1/16.)*

- OnePurpose: OnePurpose School adheres to Education Code § 48850 et seq and the provisions of the McKinney-Vento Homeless Assistance Act.

On Page 171 of the Charter Petition, OnePurpose assures it will "Comply with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time." Further assurances are provided on Page 171 as well as Page 7.

In alignment with 48850(a)(1), OnePurpose serves students in both the foster care system and who are homeless within its full inclusion program (least restrictive environment) with support from the Seneca Family of Agencies. In alignment with

48850(a)(3)(a) OnePurpose actively works with Social Services to enroll, maintain enrollment during placement transitions, and re-enroll its foster youth and homeless students to ensure their educational continuity.

The OnePurpose Petition and its daily practice are in full alignment with Education Code § 48850 et seq.

- ! *Health & Safety Code § 120325 et seq.: Amended personal belief exception and other immunization requirements. (Effective 1/1/6 & 1/1/17.)*
 - OnePurpose: OnePurpose is in full compliance. As stated on Page 162 of the Charter Petition, "All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075." Admission requirements reiterate this, stating the immunization requirement and underscoring that exemptions are only allowed "under the conditions provided in SB 277."
- ! *Education Code § 44939.5: Prohibits charter schools from entering into agreements that would prevent mandatory reporting of egregious misconduct, or expunging or entering into an agreement authorizing expunging an employee's personnel file. Also includes requirements concerning disclosure of reports of egregious misconduct and filing of false reports. (Effective 1/1/15 and 1/1/16.)*
 - OnePurpose: The OnePurpose Human Resources practices are in full alignment with Education Code § 44939.5. The Charter Petition in no contradicts this, nor has there been any concern in ongoing site visits by the school authorizer, the California Department of Education. As such, it is unclear how this is being cited as a deficiency. If an additional assurance is requested, OnePurpose is more than amenable to adding through the Memorandum of Understanding process.

B. In the budget, as presented in the Petition, "Soft" Revenues are critical to solvency

- Staff Report: *The Budget Plan relies on local fundraising for more than 40% of annual expenditures and does not indicate sufficient reserves will be maintained.*
- OnePurpose: OnePurpose has developed a mission and vision statement that clearly articulates its plan of action. One of the four criteria the school

believes is critical to the success of students and families in the Bayview is increased funding and services. As such, the Board of Directors has committed to - and has been successful in - raising an additional \$1 million annually to provide the wraparound services and the level of staffing required to truly serve this traditionally underserved community. This is not a liability; rather, it is an asset for SFUSD.

OnePurpose has been extremely successful in its development efforts. It has been able to mobilize individuals and foundations to invest in the future success of Bayview students, as evidenced in the Letters of Support written to the SFUSD Board. This has enabled the school to provide a comprehensive extended day and year programs, wraparound social-emotional and behavioral services, and family engagement and learning events that our community would otherwise not receive.

The school has strong relationships with family foundations and individuals that prove its demonstrated ability to fundraise, and it expands its donor base year after year. OnePurpose is confident that program growth and development will further build those demonstrated capabilities. To ensure long-term financial stability, it also develops and maintains contingency budgets enabling it to anticipate and respond to any uncertainties that may arise, such that school leadership can quickly make necessary adjustments to maintain the financial solvency of the school.

In terms of the maintenance of reserves, the ending fund balances as listed on the multi-year projection start at \$478,862 for 2019-20 and increase to \$682,495 in 2024- 25. This comprises between 18% and 19% of expenses in each year, far exceeding the CDE requirement of 5%. The California Department of Education has rated OnePurpose in "Good" condition with healthy reserves in 2016-17, 2017-18, and 2018-19 under their fiscal health criteria. This has been a positive and sustained increase from 2015-16, our inaugural year, which identified the fiscal condition as "Fair" with inadequate reserves. OnePurpose has demonstrated its ability to both improve and maintain strong fiscal health and reserves.

C. Required Elements

English Language Arts and Math:

- Staff Report: *While there is alignment in the curriculum to the Common Core State Standards and the California State Standards, there appears to be more focus on intervention and remediation versus proficiency and acceleration. The Petition lacks an explicit focus on materials and strategies that support on grade and above grade level learning.*

- OnePurpose: As part of our work toward continuous improvement, "Honing our academic program, to leverage research-based and reputable curriculum with fidelity in every classroom" was identified as one of nine core levers of change at OnePurpose (p. 17). This involved adoption of high reputable and research-based curriculum in English Language Arts (ELA) and Math that provide integrated materials and strategies to:
 1. Ensure ALL students are engaged daily in grade level learning.
 2. Differentiate for students working BOTH below and above grade level, including remediation and extension

The Bookworms curriculum in ELA and the Eureka Math curriculum in Math are aligned to the CCSS and were selected because of their ability to ensure a schoolwide focus on grade level learning through consistent implementation of the program across classrooms.

Additional detail on intervention and remediation, as detailed in the charter petition, reflects the needs of our students who consistently come to the school with pre-established learning gaps and the need for support to access grade level content.

English Language Learners:

- Staff Report: *There is sufficient indication that English Language Learners receive direct and integrated instructional services. However, the (sic) lacks specific mention of dedicated time for direct services on a daily basis for English Language Learners.*
- OnePurpose: As specifically mentioned on Page 109 of the Charter Petition regarding dedicated time on a daily basis, "In addition to the English language development supports and strategies in the immersion classroom, every English language learner will also receive Designated ELD tailored to their proficiency level on a daily basis." Currently, this is in the form of Designated ELD in a pull-out format four days a week and push-in format one day a week.

Professional Development:

- Staff Report: *Given the use of open resources and several different instructional materials, a significant amount of on-going professional development would be needed for effective implementation. While professional development days are allotted, the Petition does not identify the necessary on-going professional development plan or feedback loops to teachers to promote instructional efficacy.*
- OnePurpose: OnePurpose has a well established professional development plan, with the necessary time and funding allotted to ensure its implementation. While Education Code does not require a description of these

programs under Element A, OnePurpose provided an overview in Element E and in Appendix 4 provided the Professional Development Scope and Sequence, Goal Setting Practice, and Observation and Coaching Practice. The Budget and Staffing plan specifically includes an Instructional Coach to support professional development and "elbow to elbow" coaching - a significant investment given the small staff size of six single cohort grade levels.

Response to Identified Insufficiencies in Staff Matrix

The Staff Matrix identified the following areas as "Insufficient," most of which were not cited in the findings nor provided with additional detail as to what was insufficient.

Element A

- 4. How Learning Best Occurs
 - ! Staff Report: "Insufficient" indicated without explanation for:
 - ! Outlines a plan or strategy to support students not meeting pupil outcomes
 - ! Instructional design or strategies based upon successful practice or research
 - ! Describes instructional strategies for special education, Limited English proficient students, etc.
 - ! OnePurpose: These descriptions are not traditionally detailed in the section on "How Learning Best Occurs," which is intended as detailed in the matrix to provide a "broad outline." They are all included - in depth - within the Charter Petition as follows:
 - ! Outlines a plan or strategy to support students not meeting pupil outcomes - Pages 84 - 93
 - ! Instructional design or strategies based upon successful practice or research - Pages 66 - 84
 - ! Describes instructional strategies for special education, Limited English proficient students, etc. - Pages 93 - 112
- 6. Description of Annual Goals
 - ! Staff Report: "Insufficient" indicated without explanation for:
 - ! For all pupils
 - ! For each subgroup
 - ! OnePurpose: Annual goals for all pupils and subgroups are provided in Element B of the Charter Petition, in full. In Element B (p. 116), OnePurpose specifically states:
"The Charter School holds the same bar for students overall as it does for students within each numerically significant subgroup. As such:

- *“Overall and for all numerically significant subgroups” specifically means that the goal is held for students overall and for each subgroup as detailed above.*
- *In the case where a goal is specific to a subgroup, as is the case in developing English fluency for English Learners, only the specific subgroup is listed.*

The fact that the Charter School holds the same goal for its subgroups as it does for the overall student population should in no way be interpreted as not having goals for each subgroup.”

Element B

- Staff Report: “Insufficient” indicated without explanation for:
 - ! Exit outcomes include acquisition of academic and non-academic skills
 - ! Concise (one page) list of exit outcomes encompass specific skills, not too vague
 - ! Affirmation that “benchmark” skills and specific classroom-level skills will be developed
 - ! Outcomes address increases in pupil academic achievement schoolwide and for all groups of pupils served
 - ! Lists schoolwide student performance goals students will make over a given period of time, projected attendance, dropout, or graduation rate goals etc.
- OnePurpose:
 - ! The Goals and Measures as articulated on Pages 117 - 126 of the Charter Petition and in alignment with the LCAP reflect both academic and non-academic outcomes and clearly articulate goals over time. In addition, Element C articulates how “benchmark” skills will be developed and assessed.
 - ! As stated above, annual goals for the student body as a whole and subgroups are incorporated.

Element C

- Staff Report: “Insufficient” indicated without explanation for:
 - ! Assessments include multiple, valid and reliable measures using traditional / alternative tools
 - ! Affirmation/description of how assessments align to mission, exit outcomes, and curriculum
 - ! Describes minimal required performance level necessary to achieve each standard
 - ! Outlines a plan for collecting, analysing and reporting student/school performance data
- OnePurpose:
 - ! Assessments include multiple, valid and reliable measures using traditional / alternative tools

- ! Page 127-8 *"OP's assessment practice purposefully includes a wide array of measures to ensure that there are assessments appropriate to the multiple grade levels, subject matters, skills, knowledge, and/or personal qualities being assessed. Baseline and summative assessments will be used at the beginning and end of each year to assess entry levels of student mastery and students' yearly growth in this mastery, providing both criterion-based and growth-based data on student learning. Throughout the year, student work samples will be used to gather evidence of student mastery, including individual projects and products. This evidence will be compiled in portfolios, organized around the learning standards for that grade and its subject areas. In addition, ongoing formative assessments will be used to track student mastery and growth. The assessments will include both traditional pencil and paper assessments, as well as performance assessments. Finally, OnePurpose School will meet all statewide standards and administer all state assessments and/or other standardized tests, as required by Education Code 47605(c)(1)."*
- ! Detail on assessments provided on pages 128-131, including NWEA MAP.
- ! Affirmation/description of how assessments align to mission, exit outcomes, and curriculum.
 - ! Page 127 *"Assessment tools used at OnePurpose School will be in full alignment with the pupil outcomes and curriculum outlined in Elements A and B."*
- ! Describes minimal required performance level necessary to achieve each standard
 - ! Figure C.1 Assessment Scope and Sequence on Pages 132-6 includes a column specifically identifying minimum performance level.
- ! Outlines a plan for collecting, analysing and reporting student/school performance data
- ! Pages 136-9 detail the use of data by students, teachers, and the school and its use in reporting to caretakers and the district and state.

Conclusion

OnePurpose continues to strive to provide our scholars with the tools necessary to succeed in their lives. OnePurpose cherishes the opportunity to make a constructive and demonstrable difference in their life trajectories. OnePurpose recognizes the difficulty of being asked to renew the charter petition of a school with which SFUSD has not been the previous authorizer and has not visited on a regular basis. That said, it welcomed and expected the opportunity to offer a presentation on its program to build understanding, as well as the opportunity to discuss its program and answer any questions the SFUSD Staff and Board may have. While this did not occur, we hope this response has been a step in that direction. We continue to look

forward to the opportunity to work with and for the Bayview community under the authorization of SFUSD.