

Board Office Use: Legislative File Info.	
File ID Number	21-0549
Introduction Date	3/4/2021
Enactment Number	
Enactment Date	



Board Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sonali Murarka, Director-Office of Charter Schools
Elizabeth Wendt, Compliance Specialist-Office of Charter Schools

Meeting Date March 4, 2021

Subject Appointment of OUSD Representatives to the Charter School Governing Boards

Ask of the Board Approve these recommendations to be sent onto the full OUSD Board for a vote

Background In 2018, the OUSD Board passed a resolution to appoint a District-selected individual to select charter school governing boards. This right is afforded to authorizers by Education Code §47604(c).

Annually, the Office of Charter Schools reviews internal records to identify schools that have received multiple Notices of Concern and/or a Notice of Concern that raised serious concerns about student safety in the previous year. Using this criteria in 2020, Office of Charter Schools identified the following 2 charter management organizations for district-selected appointees:

- AIMS Charter Management Organization
- Amethod Public Schools

OCS worked with Board on Track, an expert in charter board governance, to assess the strengths and deficits of each board through a skill appraisal. OCS uses the results of this appraisal to identify skillsets that the appointee should have. While AIMS did not agree to provide the results of the skill appraisal to OUSD, they did meet with District staff to discuss the appointment.

Discussion OCS reviewed all 8 applicants and conducted interviews with the 4 candidates whose resumes and experience best matched the skill sets identified through skill appraisals and discussions.

The candidates recommended below were selected for the relevant experience and skill sets they could contribute to each charter school’s board, as well as a lack of conflict of interest. If appointed, the OUSD-selected candidate would become a voting member of the charter school’s governing board. At the beginning of their terms of service, appointees will be required to complete 3 online trainings on the expectations and role of a board member. Appointees are expected to report to the Office of Charter Schools 3 times per year.

The Office of Charter Schools recommends that the OUSD Board appoint:

- John Azubuiké to the Amethod Public Schools Board
- Juan Berumen to the AIMS Charter Schools Board

Background information on each recommended appointee is included in Appendix III and IV.

The Office of Charter Schools staff recommend that the Charter Committee recommend these proposed appointments to the full OUSD Board for approval.

Fiscal Impact

No anticipated fiscal impact.

Attachment(s)

- Appendix I: Appointee Selection Rubric
- Appendix II: Board On Track Skill Appraisal Summary
- Appendix III: Recommended Appointee's Skill Overview
- Appendix IV: Resumes of Recommended Appointees
- Appendix V: Summary of Applicants
- Appendix VI: Reporting Form

Appendix I: Appointee Selection Rubric

Candidates must score at least 10 points on the rubric in order to be considered for an appointment.

	1	2	3	4
Nonprofit Board Experience	Applicant has no experience attending board meetings or serving on boards.	Applicant has experience attending and/or participating in board meetings as an audience member.	Applicant has less than 2 years experience serving on a board AND has never served on a school board.	Applicant has 2 or more years experience serving on a board OR has any experience serving on a school board.
Relevant Experience <ul style="list-style-type: none"> • Passion for role • Interest in education • Past public service • Interest in Oakland • Conflict management • Group process 	Applicant has no relevant experience.	Applicant has minimal relevant experience.	Applicant has significant relevant experience in one area.	Applicant has significant relevant experience in multiple areas.
Targeted Skills <ul style="list-style-type: none"> • Board Governance • Strategic Planning • Finance • Academic Oversight • Board-CEO partnership • Human Resources 	Applicant has no area of expertise in the target skill set areas.	Applicant has experience in a target skill set area but is not an expert.	Applicant is an expert in a target skill set area.	Applicant is an expert in multiple target skill set areas.
Conflict of Interest	Applicant presents a strong bias around charter sector and/or has a perceived conflict of interest to maintaining neutrality.	N/A	N/A	Applicant presents no bias and has no perceived conflict of interest to maintaining neutrality.

Appendix II: Skill Appraisals and Recommendations by Charter School Board

School	Recommended Skill Areas	Additional Considerations
Amethod Public Schools	<ul style="list-style-type: none">• Financial oversight• Board governance	<ul style="list-style-type: none">• Representation from Black/African-American community
AIMS Charter Management Organization	<ul style="list-style-type: none">• Educational/academic leadership and oversight• Board governance	<ul style="list-style-type: none">• Familiarity with special education

Appendix III: Recommended Appointee's Skill Overview

Applicant	Experience	Applicant's Skill Area(s)	Applicant's Score on Rubric	Recommended Board and Skill Deficit(s)
John Azubuike	<ul style="list-style-type: none"> • Senior Associate at venture capital firm • Board member of several (for-profit) company boards • Experience evaluating financial plans and financial analysis of companies 	<ul style="list-style-type: none"> • Fiscal Oversight • Board governance 	14	Amethod Public Schools <ul style="list-style-type: none"> • Fiscal oversight • Board governance
Juan Berumen	<ul style="list-style-type: none"> • PhD in educational policy, assessment and evaluation • Current Street Academy board member • Experience providing support services as employee in student disability office at UC Berkeley 	<ul style="list-style-type: none"> • Academic Oversight • Governance 	15	AIMS Charter Management Organization <ul style="list-style-type: none"> • Educational/academic leadership and oversight • Board governance

Appendix IV: Resumes of Recommended Appointees

JOHN N. AZUBUIKE

6251 Shellmound Street Apt. 4415, Emeryville, CA 94608

718-530-3903 jnazubuike@gmail.com

PROFESSIONAL EXPERIENCE

Owl Ventures, San Francisco, CA June 2019 - Present

Senior Associate

- Evaluate venture financing opportunities by conducting financial, merger, and operating model analysis
- Manage reporting, financing, and strategic opportunities for 10 portfolio companies as board observer
- Closed over \$100M in new and follow-on financing for portfolio companies for a managed resulting in over \$500M in new equity value creation

Completed Deals

WhiteHat Jr - \$3M Series A, \$300M Exit

- Led diligence on Series A investment
- Optimized customer product offerings and developed customer retention model alongside CEO and COO
- Counseled CEO through banked dual track new financing and sale process leading to the largest acquisition in Indian education technology history

Technology Crossover Ventures (TCV), New York, NY

February 2018 – April 2019

Private Equity Analyst, Buyouts Group

- Evaluated acquisition opportunities by conducting DCF, LBO, merger, and operating model analysis
- Executed transactions by leading due diligence processes and preparing internal memos and presentations
- Managed relationships with over 500 CEOs, 200 financial sponsors, and several investment banks

Completed Deals

Rave Mobile Safety - \$250M Leveraged Buyout

- Sourced and catalyzed deal by building relationship centered on international M&A thesis with management and financial sponsor over 9 months for the number three player in this market
- Convinced TCV partnership of the market opportunity and the company's advantageous market positioning by employing self-guided contract review, customer sentiment analysis, and independent industry research

KEC Ventures, New York, NY

Venture Capital Associate

February 2017 – December 2017

Venture Capital Analyst

June 2015 – February 2017

- Advised 14 portfolio companies on strategic direction and financial milestones as a board observer

Selected Portfolio Experience

HR Software Company – New Product

- Collaborated with CEO to establish roadmap and key performance indicators for product development
- Initiated contact with and successfully acquired first enterprise customer

Consumer Fantasy Sports Company – New Equity Financing (FanDuel)

- Collaborated with co-investors and legal team on drafting terms before successful close of equity financing

New York Stem Cell Foundation, Columbia University, New York, NY

June 2014 – February 2015

Application Database Manager

- Built a database and developed routines for an experimental system used to produce stem cells
- Developed software used to analyze and select cell sample donors using genetic characteristics

EDUCATION

Harvard University, Cambridge, MA

2009-2014

Bachelor of Science in Engineering Sciences

Senior Thesis on Medical Applications of Electrified Carbon-Nanotubes in Cell Sterilization

Leadership & Activities

- Office of Sexual Assault Prevention and Response, Co-President 2011-2012, 2012-2013
- Harvard Investment Association, Fund Partner 2012-2013

Phillips Exeter Academy, Exeter, NH

2005-2009

Graduated with Honors. SAT I: M: 700: V: 700. SAT II: Physics: 760, Math II: 780. ACT: 33

James D. Arnold Service and Leadership Award recipient

Prep for Prep, New York, NY

SKILLS & INTERESTS

Languages: Igbo, German | **Passions:** Stand-up Comedy, Cooking, Youth Mentorship, Football (Go Giants!)

Programming: C, HTML, Matlab, PHP, R, SQL, Visual Basic

Data Analysis and Presentation: Microsoft Excel, Microsoft PowerPoint, Capital IQ, Bloomberg Terminal

Juan G. Berumen, PhD

jgberumen@berkeley.edu | 415-377-2374 | Oakland, CA 94601

OVERVIEW

Experienced equity advocate with 15+ years positioning research, policy and data to remove systemic barriers to create access and facilitate success for historically marginalized populations underrepresented in higher education. Excellent understanding of the higher education landscape, including student development, higher education administration, and policy/legislative trends. Expert in assessment and evaluation (qualitative and quantitative).

SUMMARY OF SELECTIVE SKILLSETS

- Collaborating with others to develop policies and procedures through rigorous research and data analytics for institutional effectiveness
- Conducting formative and summative assessments in higher education using qualitative and quantitative methods
- Leading teams of faculty, staff, and students with multiple and often conflicting interests
- Presenting reports in different formats for multiple audiences using innovative visualizations (e.g. graphical and tabular presentations),
- Engaging with high level stakeholders including public officials (e.g. congressional members) and higher education administrators (e.g. chancellors, deans, faculty, and presidents)

SELECTIVE EXPERIENCE WITH ASSESSMENT AND EVALUATION

- | | |
|--|-----------------------|
| Research Analyst | 6/19 – present |
| Office of Institutional Effectiveness and Research, <i>Holy Names University</i> , Oakland, CA.
Establishing institutional data analytics, using advance Excel for data management, Qualtrics for data collecting, and Tableau for data sharing | |
| Consultant in Program Evaluation | 10/15 –5/18 |
| Mission Graduates, San Francisco, CA
Assessed support services for high school students and developed organizational capacity for ongoing assessments | |
| Project Lead and Researcher | 5/15 – 6/17 |
| <i>University of San Francisco</i> , San Francisco, CA.
Led and assessed a student development curriculum practiced by residential life by conducting Participatory Action Research. Findings resulted in policy changes for supervising and training staff. | |
| Project Lead and Researcher | 3/15 – 3/16 |
| <i>Latinx Research Center</i> , University of California, Berkeley, Berkeley, CA.
Led research and developed a policy brief addressing challenges for Latino males to access higher education and providing policy recommendations to overcoming such barriers | |
| Peer Reviewer | 2/14 - present |
| Office of Postsecondary Education, U.S. Department of Education. Washington, DC
Reviewed and scored grant applications for federal grants, such as TRIO (Talent Search, Student Support Services) and HSI STEM | |
| Project Lead and Researcher | 5/12 – 12/14 |
| <i>Cesar Chavez Institute</i> , San Francisco State University, San Francisco, CA.
Led the assessment of campus policies and practices regarding Latinx students to inform the application to designate SFSU as a Hispanic Serving Institute as well as generated policy recommendations to enhance the Latino college experience on campus and increase academic performance | |

Appendix V: Summary of Applicants

Applicant	Employer	Job Title
John Azubuike	Owl Ventures	Senior Associate
Juan Berumen	UC Berkeley, Holy Names University	Instructor, Interim Director of Office of Institutional Research
Judith Bodenhausen	Retired	Former Teacher
Leon Gilmore	The 79 th Element	CEO
Joanne Lin-Hening	Aspire Public Schools	Assistant Principal
William Masterson	AllTrails	Head of Finance
Sable Mckines	Aspire Public Schools	K-8 Art Teacher
Ricki Jo Scott	San Francisco Unified School District	Special Education Supervisor

Appendix VI: Reporting Form

Board Appointee Reporting

Board Appointees should prepare regular reports on the trends and developments from the meetings of their assigned Board.

These reports should be submitted three times per year, on the last day of October, February, and June. Each report will cover the following reporting period:

October 31 report: Covers July 1 through October 31
February 28 report: Covers November 1 through February 28
June 30 report: Covers March 1 through June 30

In addition to answering the questions below, appointees should also submit (through this form) the following specific documents according to this schedule:

October: A PDF of Board's strategic plan for the next school year

February: A major policy the board has worked on in the current school year (optional)

June: The tool/rubric used to evaluate the school leader and the evaluation schedule

Appointees should not report on information presented during closed session.

Reporting ID -- BoardYY/YY-MM

Ex. OMI19/20-05

Date of Report

Number of Meetings Scheduled this Reporting Period

Number of Meetings Cancelled this Reporting Period

Number of Meetings Attended this Reporting Period

Areas of Discussion at Meetings

- Academic Reports
- Board Recruitment
- CMO/Charter Strategy
- Development
- Facilities
- Financial Reports
- Hiring
- Policies/Bylaws
- School Leader Evaluation
- Student Recruitment


Share any major strategic decisions made this reporting period

Share any major reportable concerns raised this reporting period

Share any questions for Office of Charter Schools staff

Upload BoardOn Track Files and Other Documents

- October: A PDF of Board's strategic plan for the next school year
- February: A major policy the board has worked on in the current school year (optional)
- June: The tool/rubric used to evaluate the school leader and the evaluation schedule

 Drop files here