

PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS

LETTER OF INTENT

The Letter of Intent will provide formal notice to LAUSD regarding an applicant's intention to submit a proposal to operate a school on one of the new campuses or one of the Focus Schools mentioned above beginning in September 2011. The information presented therein is non-binding; specific details provided below may be finalized in the proposal submission.

Applicants must submit this Letter of Intent no later than **6:00pm on Wednesday, June 30, 2010**. If you have any questions about any of the requirements listed in the Letter of Intent, please contact LAUSD at 213.241.5104. Letters of Intent must be submitted to psc@lausd.net.

APPLICANT TEAM INFORMATION			
Name of Applicant Team <i>(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person.)</i>			
Green Dot Public Schools			
Address: 1149 S. Hill Street, Los Angeles, CA 90015		Phone Number: (323) 565-1600	
Website (if applicable) www.greendot.org		Email Address: Erica.gonzalez@greendot.org	
School site for which your team is submitting a Letter of Intent		CRMS #7, school 3	
School type for which your team is applying		Independent Charter Schools	
List the name and contact information of your design team members below:			
Name:	Phone:	Email address:	School/Affiliation
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7.			
8.			
9.			
10.			
11.			
12.			

Instructions for Public School Choice 2.0 Applicant Teams

Please read thoroughly and have your authorized team representative sign below. Please send the signed agreement by e-mail to psc@lausd.net or fax to 213-241-4710 no later than **Tuesday, November 12th**. For questions, please call the PSC number at 213-241-2547.


We agree to:

- Conduct ourselves in a professional manner keeping in mind that our aim is to respond to the needs of students and parents first;
- Represent our organization with integrity and dignity and show respect for others within and outside our team at all times;
- Collaborate with stakeholders and other agencies to develop a strong well rounded proposal;
- Refrain from exhibiting behavior that will compromise the integrity of the PSC process;
- Participate in all PSC parent meetings hosted by the PSC Central Office Team that inform the community about the applications submitted for a particular PSC school;
- Avoid use of overly aggressive voter outreach tactics that intimidate stakeholders, and will discourage our own applicant team and affiliated partners from electioneering, especially during the Advisory Vote period;
- Eschew use of propaganda or materials that misrepresent information and inspire negative campaigns against any group, organization, or applicant team;
- Ensure that the development of a proposal and the work around the PSC process will not, in any way, interfere with classroom instruction;
- Serve students and the community to the best of our ability; and
- Openly seek input from the community during the development of our application.

We understand that failure of any representative from our team to adhere to any of the expectations spelled out above could result in immediate disqualification of our team in the application process and participation in PSC meetings and workshops.

Marco Petruzzi

Name/Team Representative



Signature/Date

Animo Central Ms #3 / Green Dot
Applicant Team Name/Organization Public Schools

ASSURANCES FORM

Please check the school model that you have selected for your proposal:

- ☐ Traditional
 ☐ Pilot
 ☐ Network Partner
 ☐ ESBMM
☒ X Independent Charter
 ☐ Affiliated Charter

Name of School Ánimo Central Middle School #3

Name of Applicant Group/Applicant Team Green Dot Public Schools

Lead Applicant Marco Petruzzi

Title of Lead Applicant Chief Executive Office

Mailing Address 1149 S. Hill Street, Suite 600

Phone Number (323) 565-1600 Fax Number (323) 565-1610

Email Address mpetruzzi@greendot.org

Website (if available) www.greendot.org

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the following assurances:

1. Assurance that an Applicant Organization/Applicant Team is NOT a For-Profit Entity

Please check one of the following statements.

- ☐ The Applicant Organization/Applicant Team listed above is comprised of a *FOR-PROFIT ENTITY*.
☒ The Applicant Organization/Applicant Team listed above is a *NOT-FOR-PROFIT* entity.
Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.
☐ The Applicant Organization/Applicant Team listed above is ONLY comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts).
☐ The Applicant Organization/Applicant Team listed above is comprised of LAUSD internal employees, departments, etc (e.g. teacher teams, local districts) *IN PARTNERSHIP WITH ONE OR MORE NOT-FOR-PROFIT ENTITIES. Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*

2. Assurance that an Applicant Organization is Solvent

(For External Organizations Only) Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency.

3. Assurance of Enrollment Composition Compliance

The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2008-09 District norms.

If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." The "opt-out" decision is only valid for one academic school year. Once a parent has exercised his/her right to opt-out, he/she is unable to re-enroll the child in the charter school for the remainder of the school year, unless there is capacity at the school as designated by LAUSD and term of the charter. At the completion of each academic school year, parents have the opportunity to enroll their student at their neighborhood school again.

7. Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education

(For Independent Charter School Operators Only) In accordance with the Charter Schools Act of 1992 and its implementing regulations, independent charter school operators approved to operate a Public School Choice campus will be required to cooperate with the District in attaining any and all applicable waivers from the State Board of Education. Additionally, independent charter school operators must agree to waive their rights under Education Code 47614 ("Proposition 39") for a period coterminous with their Board-approval to operate a Public School Choice campus.

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the above assurances:

Name of Lead Applicant Marco Petruzzi

Title of Lead Applicant Chief Executive Officer

Signature of Lead Applicant  Date 12/1/10

Name of Board President* Shane Martin

Signature of Board President*  Date 12/1/10

**The additional name and signature of the Board President is only applicable to organizations with a Board.*

Animo Central Middle School #3

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EXECUTIVE SUMMARY

- a. Mission and Vision. State the mission, vision and core beliefs of the proposed school as well as the school's values about teaching and learning. Include an explanation of what students will know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will possess upon matriculation that will prepare them to be successful adults in the 21st Century.*

Mission Statement

The mission of Ánimo Central Middle School #3 ("ACMS #3") is to prepare students in the South Los Angeles community for success in high school, college, leadership and life. ACMS #3 will achieve this mission by providing a small, college preparatory program where all stakeholders (administrators, teachers, parents, community) actively engage in the education process. We will create a student-centered environment that unifies the efforts of family, community and school to foster life-long learning, cross-cultural competency, social responsibility and academic excellence. The underlying belief at ACMS #3 is that **all** students can and may go to college.

Vision Statement

Green Dot Public Schools has an unwavering belief in all students' potential. We believe that schools should reflect the needs of the community and that all stakeholders including teachers, parents and students, should have a voice in shaping their school. Green Dot is proposing to operate small independent charter middle schools with an approximate enrollment of 400-500 students in each school. In its first year, ACMS #3 will serve all grade levels and students residing in the attendance area.

ACMS #3 students are "agents of change," individuals who will positively impact our community. The school will emphasize a student culture of self-confidence, self-discipline, success, and proactive leadership so that students will excel in high school, college, and beyond. Green Dot has identified four pillars that will define our students as "agents of change" and educated leaders of the 21st century:¹

- Students will be **College-Directed Learners**, those who think critically and analytically in order to understand complex concepts across the curriculum. All students will be expected to complete a course of study that prepares them for success in high school and college, even if college is not their ultimate educational goal.
- A **Cultural Learner** is an individual who is prepared to excel in today's diverse workplace. A cultural learner embraces diversity, is aware of cultural differences, unique group histories, and different perspectives.
- An **Innovative Leader** will be capable of contributing to the success of his/her community through service and the ability to communicate effectively in distinct situations.
- A **Life-Long Learner** is someone who continues to learn and improve long after his/her formal educational process is complete. We believe the hallmarks of life-long learners are those who are goal-oriented in all they pursue and able to leverage technology to help them succeed.

¹ "Taking Center Stage-Act II (TCSII): Ensuring Success and Closing the Achievement Gap for All of California's Middle Grades Students," California Department of Education, 21 July 2009
<<http://pubs.cde.ca.gov/tcsii/recommendations.aspx>>

- b. Student Population. Describe the student population that your proposed school will serve, including the interests and critical educational needs of the students. Explain your team's experience serving a similar population of students, and how your proposed school will meet the identified needs of these students.***

ACMS #3 will serve all students residing in the attendance area. Green Dot Public Schools has opened 18 charter schools in the Los Angeles area and all these schools are successfully serving students, similar to those that will attend CRMS #7, and are achieving far greater results than comparable schools on all key performance metrics. Green Dot schools have produced outstanding results: **72% of our graduating seniors** have been admitted to **four-year universities**. Another 20-25% of graduates go on to two-year colleges. On average, Green Dot schools scored 92 points higher than their neighborhood school.

Green Dot is a unique charter school management organization in that we have experience serving entire attendance boundaries through our operation of Alain Leroy Locke High School in Watts. In September 2008, Green Dot re-opened Locke High School as a family of eight small schools, broken down in order to increase our ability to recruit and retain all of the students in the school attendance boundary. Since that time, Green Dot has shown record-level improvement in retaining and increasing rigor. We have seen a 36% increase in retention and 54% increase in 10th grade students passing the CAHSEE.

While other charter schools have limited capacity and waitlists for students who exceed school capacity, Green Dot understands and is well-versed in providing services for every student in the attendance boundary, regardless of individual needs or challenges.

Green Dot is particularly familiar with the community surrounding Central Middle School #7 (CRMS #7). Since 2006, Green Dot has run Ánimo Ralph Bunche, Ánimo Jackie Robinson, and Ánimo Pat Brown, and in 2010, we opened Ánimo Jefferson Charter Middle School, which serves students that reside in the attendance boundary for CRMS #7.

Based on our experience at the four Ánimo high schools located in the area, we have observed the following major needs among our students that we will address at Ánimo Central Middle School #3: need for math and literacy intervention, need for safe haven for students after school, and writing intervention.

Based on our success serving a similar demographic group, Green Dot Public Schools will implement its successful model at Ánimo Central Middle School #3 because middle students in South Los Angeles deserve a quality education led by an organization with proven results.

- c. Instructional Program. Provide an overview of the instructional program of the proposed school, identifying and describing the key instructional strategies and practices that the school will employ to drive student achievement. Briefly explain the research base that demonstrates that the identified strategies will be successful in improving academic achievement for the targeted student population.***

ACMS #3 will follow implement the instructional strategies and practices that are effective in our 18 schools. ACMS #3 will be grounded in the belief that effective instruction is the most significant factor in achieving our mission. Teaching at Green Dot requires an ongoing commitment to student achievement, data driven-decision-making, professional growth, and collaboration to ensure all of the students we serve are *prepared for success in college*,

leadership, and life. Effective teachers actively engage students, facilitate collaborative learning, create safe learning environments and understand that all students can learn.

ACMS #3 will draw from the following continuum of research-based practices:

- **Planning and Preparation:** based on the “Essential Elements of Effective Instruction” by Madeline Hunter
- **Assessment and Learning:** Based on “Understanding by Design: Backwards Design,” by Jay McTighe and Grant Wiggins.
- **Instructional Techniques:** Based on “Teach Like a Champion” by Doug Lemov
- **Classroom Environment:** Based on Safe and Civil Schools, Randy Sprick.

Each strategy is discussed in greater detail in section 2.

d. School Culture. Describe the school culture that your team envisions for the proposed school and what, if any social-emotional supports are necessary to create that culture.

Most students learn best in a nurturing, supportive environment where they are known and treated as individuals, and where their background is honored. Accordingly, personal attention to individual students and sensitivity to their backgrounds will be a cornerstone of the school.² The small, personal nature of Ánimo Central Middle School #3 and the rigor of its academic program nurtures students and helps them develop a willingness to work hard to achieve an excellent education; these student characteristics are typically more difficult to foster in a large, traditional public middle school.³

Ánimo Central Middle School #3 will utilize the middle school model that Green Dot Public Schools has developed based on our experience operating successful schools. Green Dot’s school model has been created to ensure that the organization can consistently open high quality schools in which students are being prepared for college, leadership and life. The Six Tenets school model has resulted in 18 of urban Los Angeles’ most successful public schools. Green Dot schools have demonstrated that learning best occurs in schools that follow the Six Tenets of High Performing Schools.

The Six Tenets are a set of six core principles that all Green Dot schools (including Ánimo Central Middle School #3) must follow. They are:

- 1.) Small, Safe, Personalized Schools
- 2.) High Expectations for All Students
- 3.) Local Control with Extensive Professional Development and Accountability.
- 4.) Parent Participation
- 5.) Get Dollars into the Classroom
- 6.) Keep Schools Open Later

Each tenet is described in further detail in section 3.

Additionally, below are the key ingredients to Green Dot’s success that will be implemented at ACMS #3:

² “Taking Center Stage-Act II (TCSII): Ensuring Success and Closing the Achievement Gap for All of California’s Middle Grades Students,” California Department of Education, 21 July 2009
<<http://pubs.cde.ca.gov/tcsii/recommendations.aspx>>

³ Meier, Deborah, In Schools We Trust (Boston: Beacon Press, 2002).

- **A firm commitment to serve all students, including the highest need**
 - We do what it takes to prepare the highest need students for college, leadership and life, which makes us better at serving all students
- **A culture of transparency, reflection and performance**
- **Pioneers of leading edge practices to develop highly effective teachers**
 - We are part of a \$60M, 7-year grant from the Gates Foundation to raise teacher effectiveness
- **Unparalleled focus on strong principal leaders**

Each ingredient is discussed in further detail in section 3.

e. Accountability and Performance Goals. Briefly discuss how your organization will set and annually update targets for the indicators in the table below.

The assessment of student achievement will drive Ánimo Central Middle School #3's program, discourse of evaluation and improvement, and the allocation and usage of resources. Student quarterly benchmark data in English, mathematics, science, and reading, student grade reports, and standardized testing scores in combination with student work discussion, and other assessment will be at the root of all decisions made on our campus.

The achievement of Ánimo Central Middle School #3 will be measured in both growth and absolute measures. Growth in student achievement is the primary measure that will be used to determine whether the school is an academic success. For API, Ánimo Central Middle School #3 shall maintain an API score above 600 and strive to meet all API growth targets. Under our leadership, the goal of for Ánimo Central Middle School #3 is to reach an 800 API within 6 years, (which is a goal that we have set and are holding all Green Dot schools accountable to). Additionally, we will significantly increase the number of students who are advanced/proficient in both Math & ELA in the next five years. In order to monitor cultural indicators, we will strive to have 95% attendance rate to demonstrate increased student engagement and at least a 70% satisfaction rating on student and parent surveys. We are currently meeting these cultural metrics at all schools in our portfolio and are confident that ACMS #3 will achieve similar results.

f. Community Analysis and Context. Describe the community that your proposed school will serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss your rationale for selecting this community, your experience serving this or a similar community, how your team has engaged the community thus far and how it will continue to do so if selected.

Ánimo Central Middle School #3 is located in a community where the neighborhood schools suffer from high dropout rates, low standardized test scores, and overcrowding and violence. This area is densely populated – 23,245.88 people per square mile – sector in Los Angeles County. The population in the 90011 zip code area alone is 101,214. The median household income (\$23,851) is significantly lower than the United State's average income (\$58,600), (Neighborhood Link). The demographics of this area is 85.3% Hispanic/Latino, 12.6% Black, 1% White, 0.4% Asian, 0.1% other, and 0.4% multiracial. Even though the University of Southern California (USC) is only 2.6 miles away and University of California Los Angeles (UCLA) is 16 miles away, the student population from the area who attend these universities is minimal. The educational achievement of people with a high school degree, some college, or Associate Degree is 25.1%; while people with a Bachelors degree or higher is 2.8% This community has historically high levels of poverty and unemployment which have facilitated generational gang affiliations, crime, and violence. Providing a quality education to ACMS #3 students is the first

critical step needed to not only dramatically improve student achievements but to transform an entire community. Please see section 8 for a detailed explanation of community assets.

Green Dot is currently engaging the South Los Angeles community through Back to School Nights, participating in community events such toy drives, community leader breakfasts and hosting community resource fairs.

Green Dot has a vested interest in the success of Central Region Middle School #7. This year we open Ánimo Jefferson Middle School which is located less than a mile from CRMS #7. Based on assessment data from Northwest Evaluation Association (NEA), 75% of students are below grade-level in math and 80% of students are below grade-level in reading.

Additionally, our students who enter 9th grade at our high schools in this community perform far below grade level in all core subjects. We spend all four years of high school working hard to get our students to perform just up to grade level; if we had the opportunity to intervene in the 6th grade instead of the 9th grade, we would be able to address academic misconceptions and weaknesses earlier, and better prepare our students to graduate high school and go on to four year colleges.

g. Leadership. Provide an overview of the proposed school's governance structure and leadership team. Highlight the strengths of the leadership team and the proposed leader. If a leader has not been identified, speak to the key attributes the potential leader should possess.

Green Dot has the track record and capacity to successfully perform all task required to lead Ánimo Central Middle School #3. Green Dot's leadership team has extensive knowledge of the following key areas: curriculum and leadership development, instructional strategies, data analysis, financial management and school culture.

Our governance structure is a reflection of our belief that students, staff members and parents are all collaborators in the educational process. Ánimo Central Middle School #3 will be an independent charter school and will be governed by Green Dot Public Schools, a 501 (c) (3) non-profit benefit California Corporation. The structure of Ánimo Central Middle School #3's governance and its relationship to Green Dot's home office is outlined in **Appendix A**.

Ultimate responsibility for the governance of Ánimo Central Middle School #3 will rest with Green Dot's Board of Directors. Ánimo Central Middle School #3 is also governed by a School Advisory Board, comprised of teachers, students, parents and administrators. Its role is to ensure fair representation of diverse thoughts and oversight of the school.

The School Principal is responsible for the school's academic and financial results and has hiring and firing power over the entire staff. The hiring of the Ánimo Central Middle School #3 Principal will follow the standard Green Dot principal hiring process. The first step will be an interview with the Vice President of Education. Next, the candidate will participate in a panel interview that includes a team of cluster directors and campus leaders. At this panel interview, the candidate will model a professional development presentation, respond to a series of scenario questions, and produce an on-demand writing sample. Third, the candidate will watch a short video of a teacher's lesson and then debrief with the Cluster Director on feedback and next steps for support to be given to that teacher. On the same day the candidate will spend a half-day shadowing a current Green Dot Principal and then write a reflection identifying school strengths

and weaknesses in the following areas: instructional leadership, resource management, people management, problem solving, and community leadership.

Any candidates who successfully move through these phases of the interview process will participate in a community panel made up of students, parents, teachers and classified staff members. The cluster director will facilitate the community panel. The panel will provide input into the process but Green Dot management will make the final decision on hiring. The timeline for recruiting and hiring is March-April. The Principal will need to be hired as soon as possible as they are responsible for selecting the rest of their staff.

h. School Governance Model. Briefly explain the rationale for your choice of school type. Why are you applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school? Please reference Appendix B for more information on the governance models listed above.

Green Dot Public Schools operates 18 successful charter schools including the Locke High School Transformation, a radical restructuring of a chronically failing school. All schools that Green Dot opens and operates are based on the school model that Green Dot has developed over the past ten years. Our school model has been created to ensure that Green Dot can consistently open high-quality schools in which students are being prepared for college, leadership and life.

Our independent charter school model, has given us the necessary flexibility and autonomy needed to tackle a legacy of neglect and transform Locke High School. Our **student-focused** strategy has 5 essential components. We will follow the same successful strategy to transform Ánimo Central Middle School #3. The strategy requires the following:

- Establish an **early presence** on the campus to manage the transition
 - Find and enlist student and teacher ambassadors to generate support for the new operator
- Assemble a **high performing and aligned team** by requiring all staff to reapply for their positions—teachers and classified employees
 - The single greatest success factor is getting a strong team in place- a turnaround operator must have the ability to choose its own staff
- Divide the campus into two **small schools** to increase personal attention and allow for accountability
 - Yet, also establish a structure that allows for collaboration and shared resources
- Establish a dramatically improved **school climate and culture** from day one
 - Create clear and consistent expectations for students and provide a safe, clean and respectful environment focused on learning
- Increase **interventions** for highest-need student populations.
 - Special education , English learners, credit deficient students, juvenile detention returnees, and foster care students

2. Curriculum and Instruction

- a. **Instructional Philosophy:** *Provide a thorough description of the proposed Instructional Program and the underlying theory that drives it. How does the proposed Instructional Program align with the critical educational needs of the population of students you propose to serve? Include an explanation of what students should know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will possess upon matriculation that will prepare them to be successful adults in the 21st Century.*

At Green Dot Public Schools, effective instruction is the most significant factor in achieving our mission. Teaching at Green Dot requires an ongoing commitment to student achievement, data driven-decision-making, professional growth, and collaboration to ensure all of the students we serve are ***prepared for success in college, leadership, and life.***

At Green Dot Public Schools, effective teachers actively engage students in developing the knowledge and skills necessary for life-long learning. Students problem-solve, think critically, communicate effectively, and build the meta-cognitive skills necessary to thrive in a variety of academic, social, and professional settings.

At Green Dot Public Schools, effective teachers ***facilitate collaborative learning*** environments where high expectations for academic performance are maintained and supported through the use of a variety of instructional strategies, scaffolding and explicit modeling. Students' continuous academic improvement is supported through the use of frequent formative assessments, checks for understanding, and ongoing teacher feedback.

At Green Dot Public Schools, effective teachers create ***safe learning environments*** for all students. In these environments teachers model respect and concern for students, and provide students with opportunities to develop self discipline, cooperation, and respect for others.

At Green Dot Public Schools, effective teachers understand that all students can learn. Our mission requires us to put an effective teacher in every classroom, every day.

Green Dot Public Schools has opened 18 charter schools in the Los Angeles area and all these schools are successfully serving students, similar to those who will attend CRMS #7, and are achieving far greater results than comparable schools on all key performance metrics. Green Dot schools have produced outstanding results: 72% of our graduating seniors have been admitted to four-year universities. Another 20-25% of graduates go on to two-year colleges.

Below is a demographic comparison of the students that we are currently serving that live within the attendance boundaries from CRMS #7).

Data	2009-2010 Student Demographics		
	BRW	BUN	ROB
% of African American students	3%	1%	12%
% of Latino students	96%	99%	88%
% of other ethnicity students	0%	0%	1%
# other ethnicity students	1	0	4
% of English learners	30%	33%	25%
% of free-reduced lunches	99%	99%	96%
# free-reduced lunches	531	528	534
% of Special Education students	7%	5%	11%

Based on our success serving a similar demographic group, Green Dot Public Schools will implement its successful model at Ánimo Central Middle School #3 because middle students in South Los Angeles deserve a quality education led by an organization with proven results. Ánimo Central Middle School #3 will create “agents of change” who will positively impact our communities. We will graduate students who are well prepared to meet the rigors of a college preparatory curriculum and the global challenges of the 21st century. Our graduates will be confident, disciplined, successful pro-active leaders that have developed the following skills:

Every Ánimo Central Middle School #3 graduate will be prepared to be **College -Directed Learners** who are:

- Able to think critically and analytically in order to understand complex concepts across the curriculum.
- Knowledgeable of college requirements and application process.
- Prepared for required high school curriculum meeting A-G requirements.
- Knowledgeable regarding career field choices and educational pathways.

Every Ánimo Central Middle School #3 graduate will be prepared to be **Cultural Learners** who are:

- Aware of cultural differences, unique group histories and diverse perspectives.
- Bi-literate in English and Spanish.
- Able to understand the dynamics of language and culture.
- Able to communicate with sensitivity within and across diverse communities.

Every Ánimo Central Middle School #3 graduate will be prepared to be **Innovative Leaders** who are:

- Models of ethical behavior through their involvement in school functions, clubs, and committees.
- Able to contribute to the success of individuals and their community through voluntary service.
- Effective oral communicators in distinct situations.
- Informed participants in the democratic process.

Every Ánimo Central Middle School #3 graduate will be prepared to be **Life-Long Learners** who are:

- Responsible, mature decision-makers.
- Goal-oriented in their personal pursuits.
- Able to successfully integrate multiple uses of technology.
- Adaptive to a wide array of professional and cultural settings through exposure to events outside the immediate community.

Green Dot has an unwavering belief in all students potential. Therefore, all students will be held accountable to the same high standards and supported to reach the measurable objectives. In addition, Ánimo Central Middle School #3 and Green Dot expect its graduates to have mastered all or part of the following:

In addition to passing the required number of courses, graduating students complete a capstone 8th grade project that showcases evidence of student learning for their three years of education at Ánimo Central Middle School #3, demonstrating their proficiency in the goals we have set for students:

- Ability to show leadership in the community setting

- Demonstration of problem-solving skills
- The showing of respect for difference among people and cultures
- Confidence in academic ability and interpersonal relations
- Evidence of working cooperatively and negotiating effectively with others

The capstone is designed to be an open-ended, student-driven project. Students will be granted flexibility in their choice of activities, and we envision that students will complete this assignment with creativity and enthusiasm. By the end of their 8th grade year, all students will present a portfolio documenting their learning growth and acquisition of skills such as:

- Reading, writing, and mathematical competency
- Academic rigor of synthesis, analysis, and evaluation
- Technological acumen
- The ability to work in a team setting
- Initiative, perseverance, and motivation

b. Core Academic Curriculum: Describe the core academic curriculum that your proposed school will use. Provide evidence that the proposed curriculum is research-based, culturally relevant, connects with the lives of, has been effective for and meets the diverse learning needs of the student population you plan to serve and addresses the California State Standards. For high schools only, explain how your proposed school will meet A-G requirements. Additionally, outline the plan for Western Association of Schools and Colleges (WASC) accreditation.

It is the objective of Ánimo Central Middle School #3's to enable pupils to become self-motivated, competent, life-long learners. It is required that all Ánimo Central Middle School #3 students take courses that are college-preparatory and are aligned with State Content Standards. The Curriculum is designed to provide teachers with enough time and flexibility to create powerful learning environments that allow students to use a range of content knowledge, reading strategies, social competencies, and written output to demonstrate their mastery of the curriculum.

Our requirements emphasize the traditional subjects of Math, Science, English Language Arts, and Social Studies, as well as a variety of electives, and these subjects will be presented in ways that make them more responsive to the backgrounds and lives of our students. The curriculum is based upon California State standards for each content area, and State-adopted texts are used in all core areas. The content areas to be taught across grade levels are outlined below:

Outline of Curriculum

	6 th Grade	7 th Grade	8 th Grade
Core Courses	<ul style="list-style-type: none"> • Humanities Block (World History & Geography: Ancient Civilizations)(English 6) • Math (General Math/Math Foundations 6) • Earth Science • Advisory • Reading or ESL 	<ul style="list-style-type: none"> • Humanities Block • (World History & Geography: Medieval and Early Modern Times) (English 7) • Math (Pre-Algebra, Pre-Algebra Honors/Math Foundations 7) • Life Science 	<ul style="list-style-type: none"> • Humanities Block • (United States History and Geography) (English 8) • Math (Essentials for Algebra/Algebra 1/Math Foundations 8) • Physical Science • Advisory

		<ul style="list-style-type: none"> • Advisory • Reading or ESL 	<ul style="list-style-type: none"> • Reading or ESL
Electives	<ul style="list-style-type: none"> • Computers/Technology • Math Seminar 	<ul style="list-style-type: none"> • Computers/Technology • Writing • Drama 	<ul style="list-style-type: none"> • Computers/Technology • Writing to Publish • Drama • Speech
Intervention	<ul style="list-style-type: none"> • Read 180 • English Language Development • Special Needs/Academic Success • Math Foundations 	<ul style="list-style-type: none"> • Read 180 • English Language Development • Special Needs/Academic Success • Math Foundations 	<ul style="list-style-type: none"> • Read 180 • English Language Development • Special Needs/Academic Success • Math Foundations

ACMS #3 curriculum includes an Advisory course built into the daily schedule. Through Advisory, students engage in character-building and community service activities. Service learning will be a vital element of ACMS #3, designed to instill a sense of individual and civic responsibility. Coordinated with our leadership program, it will enable students to use newly gained skills to solve community challenges. Specifics of the program will be determined in the future by community needs and interaction with community leaders.

i. Autonomy: Describe how you will use curriculum and instruction autonomy to maximize student learning. If seeking Pilot School status, also discuss how the school will weave community, work-based and service learning opportunities into the curriculum to connect the classroom to relevant real-world learning.

Adjustments to the curriculum may be made in certain courses as the principal and teachers make adjustments to adapt to the specific needs of their students. The process of adapting curriculum to the specific needs of a student population happens throughout the year as the staff analyzing student data. Teachers use student data to collaboratively create pacing plans and assessments.

Ánimo Central Middle School #3 will rely heavily on data collected from state assessments, diagnostic assessments on an ongoing basis to inform instruction and student placement. ACMS #3 will use all of these indicators to monitor student, school progress, and to drive reflection continual improvement at the school site.

- State test data will be reviewed at the beginning of each year at the summer retreat and student grades are reviewed by subject at the end of every quarter.
- The staff will analyze student achievement data to determine the areas of highest need and to develop specific goals and steps to be taken to increase student achievement.
- Each department will set goals at the beginning of each year to determine steps to be taken to achieve the goals. For example, after reviewing state test data, the math department may set a goal to increase the number of students in the “Advanced” category in Algebra by 16%.
- The department then establishes steps to take, including resources to be used, to help them reach this goal. In addition, the review of student grades each quarter leads to a

discussions about the types of assessments each teacher uses as well as the ways in which teaches are grading.

- Development plans are established for teachers whose students are not achieving as evidenced by grades. The development plan is created in collaboration with the teacher, the principal, and the master teacher and establishes clear guidelines and supports for the teacher to help him/her increase student achievement.

Student achievement and assessments are also discussed during department meetings and grade level meetings. The master schedule provides all teachers in a department with a common planning period so they can meet weekly to collaborate. Additionally, departments meet once a month on late-start Wednesdays to discuss progress towards department goals and curriculum pathways. Grade levels also meet once a month on late-start Wednesdays. Each grade level functions as a Student Success Team that collaborates to develop individualized intervention plans for struggling students and/or high achieving students in need of a challenge.

ii. Curriculum Development: If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening.

Green Dot's Education team has already developed a curriculum to be implemented at ACMS #3. The curriculum is based on the curriculum currently being implemented at Ánimo Jefferson Middle School. It includes a variety of options for courses (particularly electives), textbooks, and teaching strategies that Green Dot believes will deliver the best student results. The education team will work with principals and lead teachers before the start of each new school to determine the most appropriate curriculum for each school. The education team will also meet with principals regularly to further refine their curriculum and ensure that the curriculum is being delivered effectively.

The books utilized for each course at ACMS #3 will be chosen through a collaborative effort between the school principal, its founding teachers and Green Dot's education team. Green Dot's education team will provide a list of recommended textbooks and teaching strategies for different courses at ACMS #3. Since Green Dot schools have experienced similar success with different textbooks in different classrooms, the principal and teachers of ACMS #3 will determine which textbooks and strategies from the recommended list below are most relevant for their school. Each textbook selected must be aligned with state standards for the content area and grade level. Teachers are also expected to use additional sources, such as novels, periodicals, Internet research, to complement the material found in textbooks. A list of recommended textbooks is attached in **Appendix B**.

A detailed description of grade level curriculum that will be offered at Ánimo Central Middle School #3 can be found in **Appendix C**.

c. Addressing the Needs of All Students: Articulate how the proposed Instructional Program will reinforce a commitment to different methods of instruction to meet the needs of all students, including students of poverty, students with special needs, students with disabilities, gifted students, English Learner (EL) students and Standard English Learner (SEL) students, young children ages 0-5 (elementary schools only).

Because Green Dot believes in the potential of all students to succeed in college, leadership, and life, our organization is committed to serving the needs of every student, no matter what level they are at when they enter school. This is why we have created multiple different interventions

to be available to all students, including Read 180, English as a second language, special needs classes, and math intervention classes.

In addition to offering various intervention courses, our teachers are instructed to shape curriculum and teaching in their classes based on the varied needs of students. Our schools administer quarterly ALS benchmark exams (aligned to the California STAR tests) to measure how much information students have learned and retained. Following each benchmark exam, Green Dot hosts quarterly “Data Days,” in which subject-level teachers from all schools get together to look at student results and find best practices among them. Then, teachers look at specific subject areas in which students have struggled so that they can go back and re-teach the information that has escaped the students. This quarterly feedback system allows teachers to measure how well they are teaching the curriculum, find best practices in how to teach, and address differentiated needs among students in their class to ensure that every student is able to complete and understand the course at the end of the year.

To further ensure academic achievement for special populations, teachers adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners and students with a combination of special instructional needs, homeless, gifted and talented) including the identification and referral process of students for special services. ACMS #3 will have a Student Success Team in order to provide intervention prior to referring students to special education assessment. The intervention will utilize equivalent guidelines to LAUSD SST process and will also include the participation of school psychologist, general education teachers, administrators, parent, student, and any other staff familiar with student.

If a student is referred to be assessed for special education, ACMS #3 will follow all federal, state, and SELPA guidelines of the assessment process. The assessment will include multiple assessment measures, results of tests (including primary language tests) administered, test given will be valid for student’s evaluation, test results will be a valid reflection of student’s skills and aptitudes, if interpreter was used, a statement regarding validity of assessment, basis of making the determination through the assessment, relevant behavior noted during observation of student in an appropriate setting and relationship of that behavior to academic and social functioning, student social, emotional, behavior status as appropriate, educationally relevant health, development, medical findings, determination concerning effects of environmental, cultural, or economic disadvantage. Also, for students with suspecting of having a learning disability the psychologist report will identify if there is a significant discrepancy between achievement and ability that cannot be corrected without special education and/or related services and need. All special education assessment will follow LAUSD SELPA guidelines.

Ánimo Central Middle School #3 staff will communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students’ assessed levels of academic, behavioral and social needs.

Ánimo Central Middle School #3 is committed to serving academically low achieving students. As with other Green Dot schools and based on current student data, Ánimo Central Middle School #3 expects that many of its students may be classified as “low achieving.” As such, Ánimo Central Middle School #3’s curriculum and program is adapted to improve performance for traditionally low achieving students. Ánimo Central Middle School #3 has specific goals to ensure that all students are prepared for success in college, leadership and life and has the same academic achievement goals for its entire student body. Ánimo Central Middle School #3 assesses all students after enrollment in the Summer Bridge Program to determine learning

strengths and weakness, as well as overall proficiency in core subjects. Tests used may include the Read 180 Student Reading Inventory Diagnostic Test, Northwest Evaluation Association (NWEA) tests in reading and math, and the Green Dot Math Diagnostic Test.

- Identified students are immediately enrolled in remediation programs to accelerate learning, such as Read 180 and Math Support, which are standards aligned programs for reading and math respectively.
- Low achieving students are also provided remediation during the Summer Bridge program, Advisory, Math Tutorial, Special Needs/ Academic Success and through Guided Study (an after school program for students who do not complete their homework or struggle with it).

Students Who Are Socio-Economically Disadvantaged

The majority of students in the target population are socio-economically disadvantaged. Based on our ten year experience of operating schools in high need areas, we have refined our school's academic program to address the needs of these students. Specific intervention programs include:

- Summer Bridge – Mandatory multi-week summer program that acclimates students to the Ánimo Central Middle School #3 culture of middle school, high expectations, the development of a trusting community, and enrolling in a Math and English Language Arts courses in the mornings. During the Summer Bridge program, students will also be identified for special needs, English Learner levels, non-proficiency in standards and needs for social-emotional support.
- Math Support – Student who are non-proficient in Math and/or recommended by their Math teachers will receive an additional period of Math support, where their teacher and tutors will work on skill building through their current curriculum, as well as remediation strategies to strengthen skills in group tutorial and one-on-one formats.
- Habits of Work and Mind in Advisory – All students will be taught specific strategies on how to better succeed in their classes through organizing, note-taking, reading strategies, time management, group work, asking for help, etc. Students will also assess the strengths and weaknesses in various aspects of their academic and social/personal development, analyzing and synthesizing specific strategies to meet those goals.
- Habits of Heart in Advisory – Advisors will consistently support students in developing characteristics of leadership, compassion, selflessness, stewardship, perseverance, and hope for themselves and others. Through group bonding activities, students will trust their fellow advisees as support network for their personal and social/emotional development.
- Read 180 – A reading intervention course for students reading far below grade level. Students will take Read 180 in addition to their English course.

English Language Learners

Ánimo Central Middle School #3 will meet all applicable legal requirements for English Learners ("EL") as they pertain to the initial testing of students in their primary language and to the notification of annual testing results to parents. Parents shall also be kept properly informed regarding student identification, placement, program options including ELD, sheltered core content instruction and waiver for primary language content instruction, teacher qualifications and training, re-classification to fluent English proficient status, our monitoring and evaluating program effectiveness, and standardized testing requirements. Each English Learner with disabilities will be assessed for English proficiency using accommodations and modifications as set out in the IEP or Section 504 plan. Ánimo Central Middle School #3 will implement policies to assure proper placement, evaluation, and communication regarding ELs as well as the rights of

students and parents. The EL program is research-based and supported by the resources of Ánimo Central Middle School #3.

The home language survey will be given upon a student's initial enrollment into Ánimo Central Middle School #3 Middle School (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English shall be CELDT tested within thirty days of initial enrollment and annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

ÁCMS #3 shall notify all parents of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Strategies for English Learner Instruction and Intervention

Teachers will be informed on the language level of their students and will work collaboratively to develop lessons that support English language development along with the CA standards.

EL students will be placed in one of the following classes to support their education: an ESL Level 1, 2, 3 or 4 class; Sheltered English; or a regular English class with Specially Designed Academic Instruction in English (SDAIE) support. Based on successful implementation at our 18 schools, ACMS #3 ESL classes will also use the standards-based Hampton-Brown Edge ELD program for middle school students. In addition, all teachers will be trained in SDAIE techniques. All teachers will have a CLAD certification or a California Commission on Teacher Credentialing ("CCTC") recognized equivalent.

Reclassification Procedures: Criteria for Student Reclassification From English Learner to Fluent English Proficient (RFEP):

1. Assess English Language Proficiency
 - Use most recent available CELDT data.
 - Student must score Early Advanced or Advanced OVERALL.
 - No more than one subtest (Listening or Speaking or Reading or Writing) is intermediate.
2. Compare Student's Performance in Basic Skills
 - Use most recent available placement test data.
 - If recent test data is not available, wait until the following year to consider for reclassification
 - Student's scores BASIC or above on CST-ELA; or
3. Obtain Teacher Evaluation: Check most recent English Language Arts grade
 - Grade for most recently completed semester or quarter is C or better.
 - English teacher is satisfied that student's mastery of English listening, speaking, reading and writing approaches that of native speakers.
 - English teacher signs the reclassification form.
4. Invite parents to participate in the reclassification process
 - Provide notice to parents and guardians of their rights to participate in the reclassification process.

- Encourage parents/guardians to participate in the reclassification process and attend a face-to-face meeting.
 - Conduct face-to-face meeting with interested parents.
5. Reclassify Student Fluent English Proficient
 - Place dated reclassification form signed by the English teacher in the student's file.
 - Include all students reclassified after March in the R-30 Language Census of the following March.
 6. Reclassify students throughout the year as new data becomes available. (Repeat Steps 1-5)
 - August, after CST data is published.
 - January, after CELDT data is published.
 7. Monitor the academic progress of RFEP students for two years
 - If student's scores Below Basic or Far Below Basic on CST-ELA, a Tier 1, 2, or 3 intervention is initiated as appropriate
 - If student's English Language Arts grade falls below C, a Tier 1, 2, or 3 intervention is initiated as appropriate
 - Evidence of monitoring is entered onto the Student Reclassification Form in the student cumulative file.

Students with Disabilities and Students with IEPs

Based on assessed student needs, Ánimo Central Middle School #3 will provide and implement accommodations and modifications. Ánimo Central Middle School #3 will recognize student strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including a range of special populations. Teachers instruct special populations using adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing para-educators, using assistive and other technologies).

Ánimo Central Middle School #3 will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. Ánimo Central Middle School #3 shall have the responsibility to identify, refer, and work cooperatively in locating students who have or may have exceptional needs that qualify them to receive special education services and implement policies and procedures and state and federal requirements to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized. Ánimo Central Middle School #3 will follow child-find procedures and state and federal law to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Additionally, for students with disabilities who are eligible for Extended School Year (ESY), Ánimo Central Middle School #3 will provide services through the Special Education Program by Special Education Teachers as prescribed in the Individual Education Program (IEP). Ánimo Central Middle School #3 intends to implement an Extended School Year program that will meet

Special Education Local Plan Agency (SELPA) guidelines and it is in compliance with the Individuals with Disabilities Education Improvement Act (IDEIA).

Students Achieving Above Grade Level

The entire curriculum at Ánimo Central Middle School #3 is focused on providing the appropriate differentiated instruction for different students of varying ability levels, including gifted or talented students. Students achieving above grade level will be identified through standardized test scores, teacher assessments and grades, and benchmark data. Students found to be achieving above grade level will have an opportunity to excel through the following opportunities:

- Flexible grouping of students within classes;
- Differentiated instruction in the classroom in all areas of the core curriculum; and
- Community Service/Leadership course.

Students found to be achieving above grade level will have an opportunity to excel through flexible grouping of students within classes, differentiated instruction in the classroom in all subject areas, and Community Service/ Leadership courses that allows them to apply their knowledge in authentic contexts to improve the school. Flexible grouping will enable students with advanced abilities and/or performance to receive suitably challenging instruction. Flexible grouping allows more appropriate, advanced and accelerated instruction that more closely aligns with the rapidly developing skills and capabilities of students above grade level.⁴ Differentiated learning classrooms where gifted students reside will be given additional or complementary assignments that challenge their thinking, while adding greater depth and complexity to the curriculum.⁵ The Community Service/ Leadership course that the Principal leads will push academically gifted students to apply their intellect to authentic projects that serve to improve the school culture, structure, and environment.

d. Instructional Strategies: Describe the instructional strategies that will be implemented at your proposed school to support the Instructional Program. Explain why these strategies are well suited to address the needs of the student population you plan to serve.

Every Green Dot teacher is dedicated to providing a challenging learning experience for their students. As such Green Dot has created a continuum of best practices beginning with planning and preparation through classroom environment.

Backwards Design

Based on “Understanding by Design: Backwards Design” by Jay McTighe and Grant Wiggins, Green Dot has created tools mapped “backwards” from California State Standards. These tools include: pacing plans, unit plans, formative and summative assessments.

The backwards design model centers on the idea that the design process should begin with identifying the desired results and then "working backwards" to develop instruction rather than

⁴ “Education Organizations Call for Greater Attention to Gifted Learners in Middle Schools,” National Association for Gifted Children, 30 July 2009 <<http://www.nagc.org/index.aspx?id=1027>>

⁵ Colangelo, N., S.G. Assouline, M. U. M. Gross, “A Nation Deceived: How Schools Hold back American’s Brightest Students,” (Iowa: The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development, 2004).

the traditional approach which is to define what topics need to be covered and then identifying desired results.

Assessment and Learning:

The framework identifies three main stages:

- Stage 1: Identify desired outcomes and results.
- Stage 2: Determine what constitutes acceptable evidence of competency in the outcomes and results (assessment).
- Stage 3: Plan instructional strategies and learning experiences that bring students to these competency levels.

Stage 1: Identify Desired Results

In other instructional design models this is known as defining goals and objectives. Wiggins and McTighe ask instructors to consider not only the course goals and objectives, but the learning that should endure over the long term. This is referred to as the “enduring understanding.” Wiggins and McTighe suggest that “the enduring understanding” is not just “material worth covering,” but includes the following elements:

- Enduring value beyond the classroom
- Resides at the heart of the discipline
- Required uncovering of abstract or often misunderstood ideas
- Offer potential for engaging students

“Backward design” uses a question format rather than measurable objectives. By answering key questions, students deepen their learning about content and experience an enduring understanding. The instructor sets the evidence that will be used to determine that the students have understood the content. Using this framework engages students in authentic and culturally relevant learning.

These questions focus on the following:

To what extent does the idea, topic, or process reside at the heart of the discipline?

What questions point toward the big ideas and understandings?

What arguable questions deepen inquiry and discussion?

What questions provide a broader intellectual focus, hence purpose, to the work?

Once the key concepts-questions are identified, develop a few questions that apply the line of inquiry to a specific topic.

Stage 2 : Determine what constitutes acceptable evidence of competency in the outcomes and results (assessment).

The second stage in the design process is to define what forms of assessment will demonstrate that the student acquired the knowledge, understanding, and skill to answer the questions.

Wiggins and McTighe define three types of assessment:

- Performance Task— the performance task is at the heart of the learning.
A performance task is meant to be a real-world challenge in the thoughtful and effective use of knowledge and skill— an authentic test of understanding, in context.
- Criteria Referenced Assessment (quizzes, test, prompts)
These provide instructor and student with feedback on how well the facts and concepts are being understood.

- Unprompted Assessment and Self-Assessment (observations, dialogues, etc.).

Stage 3: Plan Learning Experience and Instruction

In this stage it is determined what sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understanding .

Daily Planning and Preparation: Based on the “Essential Elements of Effective Instruction,” by Madeline Hunter, Green Dot has developed and implemented a Lesson Plan Template documenting the essential elements of effective instruction. The essential elements include:

- Standards Based Learning Objective- includes a State standard of focus, level of cognition and proving behavior providing an appropriate level of difficulty
- Anticipatory Set- motivate instruction by focusing on the learning task, its importance, or prior knowledge/experience of learners
- Input- Identify and teach main concepts and skills, emphasizing clear explanations, frequent use of examples and/or diagrams, and invite active student participation.
- Check for Understanding- by observing student reactions and by frequent formative evaluations with immediate feedback. Adjust instruction and re-teach if necessary.
- Guided Practice- following instruction by having students answer questions, discuss with one another, demonstrate skills, or solve problems. Give immediate feedback and re-teach if necessary.
- Independent Practice- assign work that will solidify skills and knowledge when students have demonstrated understanding.

Instructional Techniques: Based on Doug Lemov’s “Teach Like a Champion,” Green Dot has adopted instructional specific, concrete, and actionable techniques focused on student engagement and student accountability for rigorous learning. The following techniques have been identified to ensure teachers are setting high academic expectations, engaging students in lessons and creating a strong classroom culture:

No Opt Out: a sequence that begins with a student unable to answer a question should end with the student answering that question as often as possible

Right Is Right: set and defend a high standard of correctness in your classroom

Stretch It: the sequence of learning does not end with a right answer; reward right answers with follow-up questions that extend knowledge and test for reliability. This technique is especially important for differentiating instruction.

Format Matters: It’s not just what students say that matters but how they communicate it. To succeed students must take their knowledge and express it in the language of opportunity.

Cold Call: In order to make engaged participation the expectation, call on students regardless of whether they have raised their hands.

Wait Time: Delaying a few strategic seconds after you finish asking a question and before you ask a student to begin answering it.

Everybody Writes: Set you students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.

Do Now: Students are both productive during every minute and ready for instruction as soon as you start.

SLANT: Sit up, Listen, Ask and answer questions, Nod your head, Track the speaker.

Classroom Environment: Green Dot has implemented Safe and Civil Schools as developed by Randy Sprick. The main goal of the Safe and Civil program is to create and use clear expectations to create classroom environments conducive to learning and the engagement of all students. The five focus areas are: implementation of explicit instruction around expectations, a 3:1 positive interaction ratio, increased opportunities for students to respond, increasing student's time on task, and tracking numbers of distractions. Increasing student's time on task, as well as opportunities to respond in turn will decrease the distracting behavior, and give students continued opportunities to learn inside the classroom. Each school site has a Safe and Civil team providing continuous professional development for teachers and the support necessary for each school to create an environment where students can learn, and where teachers can teach.

For Elementary Schools and High Schools Offering Services to Teen Parents and their Young Children Only

- e. Early Care and Education: Discuss how you will reach out to and address the needs of young children, ages 0-5, and their families. Please refer to the Options for Including Early Care & Education (ECE) in the Operations of an Elementary School located on the Public School Choice website to view a comprehensive list of possible strategies used by school operators to integrate child development services in their program(s).***

Not applicable.

School Culture and Climate

- a. Description of School Culture: Describe the culture and climate envisioned for the proposed school, particularly as it relates to academic achievement, student motivation to succeed, personalization and safety. Identify specific rituals, routines, activities, structures, etc. that will support the achievement of the culture and climate envisioned. Discuss how you plan to introduce and implement the rituals, routines, activities and structures with students, teachers, parents and other staff.*

Most students learn best in a nurturing, supportive environment where they are known and treated as individuals, and where their background is honored. Accordingly, personal attention to individual students and sensitivity to their backgrounds will be a cornerstone of the school.⁶ Learning from the lessons of Green Dot's existing 18 schools, we have found that student motivation is also highly valued. The small, personal nature of Ánimo Central Middle School #3 and the rigor of its academic program nurtures students and helps them develop a willingness to work hard to achieve an excellent education; these student characteristics are typically more difficult to foster in a large, traditional public middle school.⁷

The key ingredients to creating a dynamic and positive school culture at ACMS #3 and all Green Dot Schools are:

- **A firm commitment to serve all students, including the highest need**
 - We do what it takes to prepare the highest need students for college, leadership and life, which makes us better at serving all students

Key practices:

- Provide services and supports for special education students and low-level English Language Learners
- Invest in Mental Health team to support retention and success of troubled students
- Provide special intervention courses that adapt by school by year, based on specific needs of the population
- Provide tiered support for all students through Response to Intervention model
- Use Target 10 approach– each grade level at each school tracks and responds to 10 students with needs that are representative of larger set of students

- **A culture of transparency, reflection and performance**
 - We value results and have built systems and processes to enable accountability and earned autonomy

Key practices:

- Publicly share data (teacher and principal data, shown with comparables; student assessment results shared with all teachers)
- Structure peer observations among teachers and maintain open door policy
- Use Data Director software to give teachers and principals real-time access to data
- Run Data Days, during which Principals share success and weakness data with each other
- Focus on Key Results: Principals each take a turn with their school under microscope of peers and supervisors

⁶ “Taking Center Stage-Act II (TCSII): Ensuring Success and Closing the Achievement Gap for All of California’s Middle Grades Students,” California Department of Education, 21 July 2009
<<http://pubs.cde.ca.gov/tcsii/recommendations.aspx>>

⁷ Meier, Deborah, *In Schools We Trust* (Boston: Beacon Press, 2002).

- **Pioneers of leading edge practices to develop highly effective teachers**
 - We are part of a \$60M, 7-year grant from the Gates Foundation to raise teacher effectiveness

Key practices:

- Offer Teacher Leadership Development Program
- Provide extensive PD for principals on continually improving instructional observation and coaching skills
- Close monitoring of quality of school-level PD by Central Ed Team
- Moving towards comprehensive overhaul of teacher performance management systems (evaluations, compensation, PD, career ladder, etc) as part of The College Ready Promise

- **Unparalleled focus on strong principal leaders**

- Large investment in pipeline development and high-touch coaching, mentoring, and individualized PD

Key practices:

- Offer best-in-class yearlong leadership development program to prepare Principals and AP
- Provide biweekly 2-hour coaching sessions, focused on school strategic plan and instruction
- Offer collaborative PD with peer principals
- Provide mentor principals
- Furnish extensive feedback mechanisms (e.g. Program Reviews and Site Visits)

To create the personalized, nurturing and supportive environment that best fosters student motivation, learning and ultimately student success, Ánimo Central Middle School #3 will utilize a modified version of the school model that Green Dot Public Schools has developed over the past ten years. Green Dot's school model has been created to ensure that the organization can consistently open high quality schools in which students are being prepared for college, leadership and life. The Six Tenets school model has resulted in 18 of urban Los Angeles' most successful public schools. Green Dot schools have demonstrated that learning best occurs in schools that follow the Six Tenets of High Performing Schools.

The Six Tenets

The Six Tenets are a set of six core principles that all Green Dot schools (including Ánimo Central Middle School #3) must follow. They are:

1.) Small, Safe, Personalized Schools. All Green Dot schools are small (approximately 500 – 600 students when fully developed), giving each student the best chance of success. Should Green Dot be selected to operate CRMS #7, we will divide the campus into three small middle schools (Ánimo Central Middle School #1, Ánimo Central Middle School #2, and Ánimo Central Middle School #3). Small schools help ensure that no students fall through the cracks and allow students to receive the personalized attention they need to learn effectively. Students can be held accountable for all of their actions and the administrators and teachers can develop personal relationships with each student and their families.⁸ Smaller middle schools are safer and decrease

⁸ Alder, Nora, "Interpretations of the Meaning of Care: Creating Caring Relationships in Urban Middle School Classrooms,"
Urban Education 37 (2002): 241-266

the security risks inherent in urban schools as potential problems can be recognized earlier and mitigated.⁹

Classes are also kept as small as possible. A 25:1 student to teacher ratio is targeted to provide individual attention to students and help teachers instruct effectively in classes that typically have students at varying proficiency levels.

2.) High Expectations for All Students. Green Dot schools are centered on high expectations for all students and every student takes a rigorous college preparatory curriculum. As such, Ánimo Central Middle School #3 tailors academic programs to meet the needs of the entire student population, and to empower students to reach their full potential. The staff is committed to ensuring that all students are performing on grade level, regardless of their skill level upon enrolling in the school.¹⁰

Extensive student intervention and support programs are offered at all Green Dot Schools in order to help students master the challenging college preparatory curriculum.¹¹ Similar to students who will attend CRMS #7, the majority of the students entering Green Dot schools are 2 – 4 grades below grade level making it critical to focus on support programs that can provide students with the help they need to be successful in their classes.

3.) Local Control with Extensive Professional Development and Accountability. Principals and teachers are the key decision makers in Green Dot's system of schools and own all critical decisions at the school site related to budgeting, hiring and curriculum based on their school site needs.

Principals and teachers are prepared to make effective decisions related to instruction and school site management because they receive extensive training and professional development. A rigorous professional development program is a requirement for any Green Dot school. Green Dot schools invest far more time and money into quality professional development than traditional public schools. The core principles of Green Dot's professional development program are collaboration, reflection and continuous improvement.¹²

School-based decision making works in Green Dot's school model because schools and all stakeholders within them are held accountable for student results.

4.) Parent Participation. Families are invited and expected to participate in their children's education experience at all Green Dot schools. Family involvement in a student's education is one of the most important ingredients to student success and Green Dot is committed to actively integrating parents/guardians into all aspects of their students' school experience. Education

⁹ Bill & Melinda Gates Foundation, Making the Case for Small Schools: Size Makes a Difference: 1) Average achievement is higher in small schools 2) Effects of school size are greatest for low income and minority students.

¹⁰ "Taking Center Stage-Act II (TCSII): Ensuring Success and Closing the Achievement Gap for All of California's Middle Grades Students," California Department of Education, 21 July 2009 <<http://pubs.cde.ca.gov/tcsii/recommendations.aspx>>

¹¹ Stanton-Salazar, Ricardo D., Manufacturing Hope and Despair: The School and Kin Support Networks of U.S.-Mexican Youth (New York: Teachers College Press, 2001).

¹² Kushman, James W., "The Organizational Dynamics of Teacher Workplace Commitment: A Study of Urban Elementary and Middle Schools," Educational Administration Quarterly 28.1 (1992): 5-42.

programs are an important part of the parent participation program as many of the parents in the Green Dot network are unfamiliar with what a college preparatory middle school experience is like and must be educated on it in order to best support their children. All Green Dot schools offer a variety of programs to get parents and family members involved in the schools.¹³

5.) Get Dollars into the Classroom. Green Dot's organization is centered on getting more money into the classroom to enable principals and teachers to effectively serve kids. Green Dot's Home Office incorporates best practices from the private and public sectors in order to maximize efficiency and drive dollars towards activities that directly impact kids. Each school receives \$0.94 for every \$1 that it is allocated in public funds and it is required to use that money as efficiently as possible to maximize the amount spent on students.

6.) Keep Schools Open Later. Facilities of Green Dot schools are kept open until at least 5:00pm daily to provide students with safe, enriching after school programs and to allow community groups offering quality services to the neighborhood to use the facilities.¹⁴ A variety of after school programs such as clubs, sports, teacher office hours and homework clubs are provided to help with students' educational development and also give them a safe-haven after school when their neighborhoods can be particularly dangerous. Keeping schools open later also accommodates the schedules of working families as they know where their children are until they get off work. Allowing community groups to use schools facilities helps ensure that the local neighborhood takes ownership and responsibility for the school.

b. Student Support and Success: Describe exactly what student success means at your proposed school. How will your school motivate kids to come to school and stay in school?

Green Dot's mission is to prepare students for college, leadership and life. In addition to our Expected School-wide Learning Results (ESLR's) and to ensure that students are prepared for college we have identified the following outcome domains that will be developed over time in academic subject areas:

- 1) Key Cognitive Strategies: Intellectual openness, analysis, reasoning, interpretation, accuracy and precision
- 2) Academic Knowledge and Skills: college-level writing, research and subject are knowledge of English Language Arts, Math and Social Science
- 3) Academic Behaviors: self-monitoring, college-level study skills, persistence and independent preparation abilities,
- 4) Contextual College Awareness: knowledge of the college system and college-culture

Similarly we have identified four outcome domains to ensure that students are prepared for leadership and life.

- i. Thriving: Physical Health & Safety: students take ownership of their safety and physical health by having knowledge of and minimizing risky behaviors.
- ii. Connecting: Social and Emotional Well Being: students are engaging in positive social relationships and addressing any emotional and mental health needs.

13 Garcia-Reid, Pauline, Reid, Robert J., Peterson, N. Andrew, "School Engagement Among Latino Youth in an Urban Middle School Context: Valuing the Role of Social Support," Education and Urban Society 37 (2005): 257-275

¹⁴ Stanton-Salazar, Ricardo D., Manufacturing Hope and Despair: The School and Kin Support Networks of U.S.-Mexican Youth (New York: Teachers College Press, 2001).

- iii. Working: Vocational Career Experience: students are aware of career paths, learning employability skills and gaining work experience/exposure.
- iv. Leading: Civic and Community Engagement: Students have knowledge about their community and are actively engaged in improving their neighborhood.

c. Social and Emotional Needs: Describe the programs, resources and services (internal and external) that your proposed school will provide in order to meet the social and emotional needs of the students you serve. Explain how individual students will be identified and monitored on an ongoing basis at the school. Describe how the effectiveness of these programs will be measured.

Advisory Course

Ánimo Central Middle School #3 will offer a variety of programs to ensure that the social and emotional needs of our students are met. We have built an Advisory course into the master schedule to serve as a level 1 intervention using the Response to Intervention Model (RTI). Using the RTI model, all students receive the core literacy and math courses as their Tier 1 instruction. In addition to the core courses students who need more intensive intervention (Tier 2) and support with a lower student to teacher ratio are provided with math and literacy interventions classes. If the student continues to struggle the RtI team will determine if there are specific individual intervention (Tier 3) needed to address the student needs or if a referral to an the Student Success Team is needed to address the student's needs.

Advisory serves two purposes: academic and social-emotional support. Students attend Advisories four days a week for 40 minutes in each session. Students remain in the same advisory group with the same teacher for all three years to maintain a tighter sense of community. These classes are particularly important for the student population Green Dot serves as many of the students have had little exposure to rigorous academic programs and are not familiar with what it takes to get into college.

During Advisory, students will:

- Discuss issues related to the pressures of being a young adult in middle school, including but not limited to: puberty, relationships, mental health, family, substance abuse, etc.
- Receive support from their advisor and peers in preparing them for the entire academic trajectory (successfully navigating through middle school, high school and college).
- Taught different study skill strategies, test taking strategies, and communication tools that will enable them to succeed in their middle school academic career. Students will also engage in projects where they learn about themselves, high school and college options.
- Be encouraged to learn about the college process as they are encouraged to think beyond high school in an effort to realize that the tools they gain today will be beneficial in the near future.
- Learn self efficacy skills that will allow them to address the barriers of learning with resiliency.

In order to assess the effectiveness of the Advisory course, students are provided surveys, projects, and maintain a portfolio throughout their middle school years.

Life Skills Training Program

LifeSkills Training (LST) is a research-validated substance abuse prevention program proven to reduce the risks of alcohol, tobacco, drug abuse, and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors.

Published studies demonstrate that the LST program has been effective in reducing the use of tobacco (87%), alcohol (60%), marijuana (75%), polydrug (66%), and methamphetamine (68%).¹⁵

The *LifeSkills Training Program* has three focus areas:

- **Personal Self-Management Skills**
Provides students with skills for enhancing self-esteem, learning creative problem solving, reducing stress and anxiety, and managing anger.
- **General Social Skills**
Empowers students with skills to meet personal challenges such as overcoming shyness, communicating clearly, building relationships, and avoiding violence.
- **Drug Resistance Skills**
Enables students to build defenses against pressures to use tobacco, alcohol, and other drugs.

The *LifeSkills Program* Core Level (15 class sessions) will be taught to all students once a week in their Advisory class.

Clinical Services

Our Clinical Services team provides individual, group, and family therapy to the students and families and serves as a level 2 and 3 intervention within the RTI model. The main purpose of our clinical services program is to address the barriers to learning from the mental health perspective. In addition, we provide crisis intervention, parent consultation, teacher consultation, and case management which include providing resources and referrals to outside agencies.

In order to ensure services are provided free of charge, services are provided by pre and post graduate Marriage and Family Therapy, Psychology, and Social work interns who receive extensive training and supervision in exchange for their work. All services are supervised by one of our licensed Marriage and Family Therapist or Licensed Clinical Social Worker.

The Clinical Services team uses a referral process for students to receive services. Once students and parents have consented to services, students have a case manager that follows them through the process of services. Students are provided CDI assessments along with other researched based therapies. The Clinical Services team works with parents, staff, and students throughout the referral process to ensure they are aware of their options. Clinical Services provides a proactive approach to addressing the barriers of learning by utilizing prevention and wellness to enable our students to possess the necessary skills to navigate their academic and social skills.

d. College and Career Readiness: Describe the specific programs that your proposed school will provide to expose students to college and career opportunities as well as support them to be successful in whichever pathway they choose.

Classes offered at Ánimo Central Middle School #3 will prepare students for a rigorous college preparatory curriculum in high school. Through the Advisory Course, students will also engage in projects where they learn about themselves, high school and college options. Based on the

15 1) Journal of Behavioral Medicine (1983), (2) Journal of Studies on Alcohol (1984), (3) Journal of Consulting and Clinical Psychology (1990), (4) Journal of the American Medical Association (1995), and (5) Archives of Pediatric & Adolescent Medicine (2006).

National Association for College Admission Counseling (NACAC)¹⁶ ACMS #3 put students on a successful path to college education. Elements of the program include:

- Challenging students to see college admission and attendance as the goal after high school
- Encouraging students to assess their interest, strengths and academic habits
- Helping students understand basic concepts regarding college options and financing a college education
- Providing a template for the A-G curriculum that students will plan to take in high school
- Encouraging students to understand how they can build a profile and support network that will help them reach their college goals.

Additionally, in each classroom there will be college pennants and A-G requirements posted throughout the school so students are encouraged to learn about the college process. This will encourage students to think beyond middle & high school in an effort to realize that the tools they gain today will be beneficial in the near future. To date, 72% of our graduating seniors have been admitted to four-year universities. Another 20-25% of graduates go on to two-year colleges.

e. Parental Involvement: Discuss strategies to authentically and meaningfully engage parents and guardians in their children's education. Describe in detail the programs or resources that the proposed school will provide for parents and guardians.

Families are invited and expected to participate in their children's education experience at all Green Dot schools. Family involvement in a student's education is one of the most important ingredients to student success and Green Dot is committed to actively integrating parents/guardians into all aspects of their students' school experience. Education programs are an important part of the parent participation program as many of the parents in the Green Dot network are unfamiliar with what a college preparatory middle school experience is like and must be educated on it in order to best support their children.

The Ánimo Parent Program is an eight-month program that consists of one 2-hour workshop per month from October through May with Parent Graduation in June. The program is led by the school Counselor and Parent Coordinator with support from Green Dot's Home Office. In exchange for participation, parents will receive service house. Program topics include: PowerSchool (our student data management system) training, homework study habits, college knowledge, understanding transcripts and meeting with counselors as well as strategies for supporting their child's emotional and social development. Please see **Appendix D** for a detailed program outline.

Ánimo Central Middle School #3 will also conduct satisfaction surveys to assess parent's opinions and areas of improvement for the school. Schools are assessed on mission and culture, creating a college-going culture, developing and cultivating leadership and preparing students for life. On a scale from 1-5, one being the worst and 5 being the best, Green Dot averages between a 3.77 and 4.34 across our schools on parent satisfaction surveys.

f. School Calendar/Schedule: Provide a copy of and describe the proposed school calendar and daily schedule for both faculty and students. In your response, please discuss how students and faculty will be grouped for instruction; the target class sizes

¹⁶ National Association for College Admission Counseling, *A Step-by Step College to College Workshops For Students: Middle School*, www.nacanet.org

and teacher-student loads; and how the proposed schedule promotes student achievement.

Ánimo Central Middle School #3 will use a schedule that affords students and teachers the time to do more in-depth studies, projects, experiments, etc. on a daily basis. With a student teacher ratio of 25:1, students will be able to receive personalized attention. Based on our experience, we will double block humanities classes. This will allow teachers to establish a bond with their students and help them to become aware of each student's strengths and weaknesses more quickly so that we can meet each student's needs more efficiently. The schedule has been used successfully at Green Dot's other schools.

Ánimo Central Middle School #3 will have at least 183 student days and an additional 10 professional development days for its teachers. It will surpass the required number of minutes of instruction as set forth in Education Code 46201.

Bell Schedule

Periods 1 & 2 will be for Humanities courses (English Language Arts and Social Studies), where students will spend an average of 115 minutes (including the 5 minute passing period) per day in this class. This time intensive course will allow for sufficient development of students reading, writing, speaking, and listening skills, through the lens of a social studies curriculum.

The table below explains the instructional minutes per week for all core classes.

Instructional Minutes		
<i>Subject</i>	<i>Minutes per day</i>	<i>Minutes per week</i>
Humanities	M, T, W, Th, F – 115 mins. /day.	575 minutes
+ELD, Read 180	M, T, W, Th, F – 55 mins./day	+275 minutes
+Reading	M, T, Th, F – 20 mins./ day	+80 minutes
		930 minutes possible
Math	M, T, W, Th, F – 55 mins./day	275 minutes
+Math Foundations	M, T, W, Th, F – 55 mins.../day	+275 minutes
		550 minutes possible
Science	M, T, W, Th, F – 55 mins./day	275 minutes
Advisory	M, T, Th, F – 30 mins./day	120 minutes
Elective Courses	M, T, W, Th, F – 55 mins./day	275 minutes
Total instructional minutes per week		2,150 minutes*

**Ánimo Central Middle School #3 will provide at least 183 student days for a total of over 78,000 instructional minutes per school year. This is over the minimum of 50,400 minutes for grades 1-8*
Please see our sample school calendar in **Appendix E** as well as our proposed master schedule in **Appendix F**.

- i. Autonomy: Describe how the school will use scheduling autonomy to maximize learning time for students and collaborative planning and professional development for the faculty and staff.***

We will use flexible scheduling models to increase interdisciplinary work and meet specific learning needs. Teachers teaching the same subject area have a common prep period in order to facilitate joint lesson planning but also assess data and review assessments to ensure students are meeting objectives.

- g. Policies: For Independent Charter Schools Only**
Describe and/or attach the proposed school's policies as they relate to promotion, graduation and student discipline.*

Promotion Policy and Graduation Policy: All students must attend school full-time. Middle School students (grades 6 - 8) are required to participate in the educational and academic classes offered in the areas of English, Reading, Mathematics, Social Science, Technology, and Writing. The Green Dot promotion policy ensures that each child is prepared to progress successfully through grade levels in order to prepare for success in high school, college, leadership and life.

Students who are not prepared to exit a grade level are not permitted to move to the next grade until they have attained adequate achievement in their present grade level. This policy is designed to cease social promotion and ensure appropriate learning for each child.

The following criteria will be considered for promotion:

1. Attendance
2. Course Grades
3. Student Achievement Scores on the Norm Reference Formative Assessment System (NWEA)

Attendance: In adherence to the Green Dot Attendance Policy, any student who misses more than 15 days in a semester may not earn credit.

Course Grades: Students who fail more than two courses per school year (or 20.0 credits) will be automatically retained. Students who fail one or two courses per school year may be required to pass summer school to qualify for promotion.

Student Achievement Scores: Minimum grade equivalent scores on the NWEA will be required for promotion. Students who score more than two grade levels below the national norm in two subject areas (English, Math, Reading or Science) will be referred to summer school. By the end of summer school, students must perform within two grade levels of the national norm in at least two subject areas in order to qualify for promotion.

The administration reserves the right to review special cases and allow consideration to be given.

Student Discipline

The student discipline policy defines student responsibilities, unacceptable behavior, and the consequences for noncompliance. This policy will be reviewed annually and revised, considering input from parents, students and school site staff. ACMS #3 student discipline policy has been established in order to promote learning and protect the safety and well being of all students at the

school. Green Dot has reviewed the suspension and expulsion portion of the California Education Code prior to preparing the procedures and the list of enumerated offenses for which a pupil may/must be suspended or expelled.

The discipline policy and procedures has been prepared to provide due process to all students. The list of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serves the best interests of the school's pupils and their parents/guardians. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The student discipline policy will clearly describe discipline expectations, and it will be printed and distributed as part of the Parent-Student Handbook which is signed by each family upon enrolling at the beginning of the school year.

Teachers are responsible for the day-to-day discipline in their classrooms within the understanding that teachers have many different roles beyond just disciplinarian. Teachers work with their students to meet their individual needs of their students and work together to find a common ground in the classroom, to ensure that learning can take place. Disciplinary options available to the teachers include: warning, detention, parent-teacher communication, counseling referral, written assignment, and discipline referral to the Principal.

Teacher Detention

Prior to suspensions and expulsions, students may receive any or all of the following: warnings, detentions, phone calls home, parent conferences, and a behavior contract. Any ACMS #3 teacher may assign a teacher's detention to a student. During detention students may have to write a reflective response about their conduct. Detentions will be held onsite after school. A teacher may elect to hold detention in the classroom or in the designated detention room.

Offenses That May Result in a Teacher's Detention

Teacher and Administrative detention process is the same. As a general rule teachers assign a Teacher Detention for minor classroom misconduct such as: chewing gum, passing notes, making noises, minor inappropriate conflicts with others, or cheating. Repeated violations by individuals will be referred to the Principal. When there is a serious violation of the rules, the student will be referred to the Principal

Administrative Detention

These detentions are typically held after school. During the detention period, students are to sit quietly. No activity such as listening to music, sleeping, etc. is permitted. This detention is served after school and may consist of writing an assignment, sitting quietly in a classroom or assisting with cleaning of the campus. School events, activities or athletics are not valid reasons for missing a detention.

Please see **Appendix G** for a detailed description of the ACMS #3 discipline and due process policy.

4. Assessment and School-wide data

- a. Assessment Philosophy: Explain the proposed school's philosophy on student assessments. Provide evidence that proposed school's assessment philosophy is research-based and is aligned with the schools proposed Instructional Program.*

The philosophy of Ánimo Central Middle School #3, Green Dot Public Schools' board members, and community stakeholders is that we will work together to set specific and measurable goals to ensure that all ACMS #3 students meet their obligations with regard to student performance and school operations in order to support ongoing learning and improvement. Goals and objectives to ensure that students meet the statewide standards for academic performance will involve the following five-step process:

- **Setting measurable standards and goals:** Administrators and teachers have identified what students should know (content standards) and what they should be able to do (performance standards) in all learning areas at critical points in their education. Steps in this process include: reviewing the school's mission, purpose, and expectations, reviewing state and district standards, developing exit outcomes and graduation standards, and listing specific academic outcomes that students will demonstrate in each subject area, grade, or skill level.
- **Linking standards to curriculum and assessment:** Standards, curriculum, and assessment are aligned with each other, with state guidelines, and with the school's educational goals. Professional development includes training in the use of data-driven decision making, and educators review the alignment of assessment and curriculum with the state content standards at least twice a year.
- **Assessing to measure if curriculum has actually been learned and monitoring progress toward goals:** This includes a combination of projects, exhibitions, performances, and criterion-referenced assessments. Instruments used appropriately measure important student objectives, reflect the vision of the school, but do not adversely affect the learner. Progress is objectively measured by the annual statewide assessments for each grade (STAR, etc.), and by other adopted statewide assessments (CELDT, etc.). Classroom teachers may also measure achievement in a traditional manner, such as through quizzes, essays, tests, and exams. Progress is discussed on a regular basis with parents and students no less than twice a year. Additionally, report cards are issued quarterly. Teachers use technology in assessment to monitor student computer skills and help them achieve academic goals. Staff development emphasizes advanced training in use of classroom management applications (e.g., SASI, e-mail and classroom spreadsheets) including the ability to use electronic work saved and networked by students to assess student progress toward project benchmarks. To evaluate multi-media presentations and ensure technology-based student work is leading to student academic achievement goals, Ánimo staff has designed standardized rubrics.
- **Using the data to identify strengths and areas of improvement:** The staff will set baseline expectations for incoming students (e.g., information from previous assessments); recommend additional support if needed; administer all assessments, including school, district, and state-required testing (e.g., STAR, proficiency tests); develop evaluative comparisons with similar populations using disaggregated data; set priorities for professional development; and assist with the allocation of resources.
- **Grading Policy:** Green Dot requires that all of its teachers publish a grading policy for each course. Teachers publish course grading policies in each course's syllabus and

review the grading policy with the school site principal for approval. As with other Green Dot schools, Ánimo Central Middle School #3's principal will work with teachers and departments to align grading policies across the school site. Each school and course generally adheres to the following standard grading policy: 1) Students are given letter grades for assignments and courses whereby scores between 90 – 100 receive an “A” grade, scores between 80- 89 receive a “B” grade and so on; and 2) Courses typically assign a percentage of a student's total course grade to each of the following categories: homework, quizzes, mid-terms, finals, and class projects. A “typical” class will assign 15% of the total course grade to homework, 20% to quizzes, 20% to mid-terms, 30% to final exams, and 15% to class projects such as portfolios, presentations, or other authentic assessments.

b. Autonomy: Describe how the school will use assessment autonomy to maximize student learning.

Ánimo Central Middle School #3 intends to use interim assessments to benchmark student progress in core areas including English, Math, Science and History. The NWEA norm referenced assessments, along with the SRI for Read 180This program will include pacing guides, exams, and a variety of data reports and analysis of student scores. The goals of the program are to: provide the ability for schools to track individual student progress; create a common assessment tools across the organization which allow teachers to use common data from which to inform instruction; create the opportunity for collaboration amongst teachers so that best practices can be shared across the organization; and provide multiple opportunities for students to get accustomed to standardized testing. We expect that Ánimo Central Middle School #3 teachers will adopt the same practices as other Green Dot schools relative to benchmark assessments. These practices include: administering all 4 benchmark exams during a prescribed window; teachers agree to follow the same blueprints/pacing guides for all benchmark exams; teachers meeting after the first 3 benchmark exams to share reflections on their data and collaborate on next steps for unit planning; having the Ánimo Central Middle School #3 administrator present for the first 2 hours of each collaboration day to go over the benchmark data with the teachers from the school; and Ánimo Central Middle School #3 administrators helping teachers devise a plan for sharing benchmark data with students and parents. Ánimo Central Middle School #3school site administrators must monitor the implementation of next steps devised by teachers after benchmark data is received.

The Ánimo Central Middle School #3 staff will also use data from state assessments, diagnostic assessment and classroom assessments on an ongoing basis to inform instruction and student placement. Ánimo Central Middle School #3 will use all of these indicators to monitor student, school progress, and to drive reflection and continual improvement at the school site. State test data will be reviewed at the beginning of each year at the summer retreat and student grades are reviewed by subject at the end of every quarter. The staff will analyze student achievement data to determine the areas of highest need and to develop specific goals and steps to be taken to increase student achievement. Each department will set goals at the beginning of each year to determine steps to be taken to achieve the goals. For example, after reviewing state test data, the math department may set a goal to increase the number of students in the “Advanced” category in Algebra by 16%. The department then establishes steps to take, including resources to be used, to help them reach this goal. In addition, the review of student grades each quarter leads to a discussions about the types of assessments each teacher uses as well as the ways in which teaches are grading. Development plans are established for teachers whose students are not achieving as evidenced by grades. The development plan is created in collaboration with the teacher, the

principal, and the master teacher and establishes clear guidelines and supports for the teacher to help him/her increase student achievement.

Student achievement and assessments are also discussed during department meetings and grade level meetings. The master schedule provides all teachers in a department with a common planning period so they can meet weekly to collaborate. Additionally, departments meet once a month on late-start Wednesdays to discuss progress towards department goals and curriculum pathways. Grade levels also meet once a month on late-start Wednesdays. Each grade level functions as a Student Success Team that collaborates to develop individualized intervention plans for struggling students and/or high achieving students in need of a challenge. Once a plan has been developed, a member of the team will meet with the student and their parents to review the plan and provide frequent updates on progress toward meeting the established goals.

The *Ánimo Central Middle School #3* staff believes a critical piece to student success is a student's ability to assess his/her own work against set standards. Clear expectations is the second principle in the *Principles of Learning* from the University of Pittsburgh, and it is founded on the notion that teachers must clearly define what they expect students to learn if students are to achieve at high levels. Students must have visible targets for work, be able to evaluate their own work, and set goals for their own effort.

c. Student Assessment Plan: Describe the school-wide assessment plan for the proposed school. What formative and summative measures will you use to determine student progress and success? Include a table that details specific authentic formative and summative assessments (benchmark assessments, developmental screenings, unit exams, state-required exams, portfolios, etc.) that will be used for each grade level, the timing of their administration, the rationale for their selection and their intended purpose.

Aligned with its firm belief in accountability, Green Dot schools have rigorous assessment and goal-setting programs to measure students' proficiency levels and ensure that each student is making progress toward becoming a responsible, well-educated adult. Students are assessed regularly from the time they enter the school through graduation and teachers monitor their progress closely. The following assessments are currently used at Green Dot's existing schools:

- **Placement exams:** All incoming students are given placement exams in order to determine proficiency levels in math, writing, and reading (READ 180 is used for reading). Comparable tests are given at the end of the year to measure progress. The CELDT exam is administered at the beginning of the year to determine English language proficiency for those whose first language is not English. CEDLT is administered annually until students are designated English fluent.
- **State-Required Standardized Tests:** All state-required tests, including the CSTs and CELDT, are given and analyzed closely. 5th grade scores for incoming 6th graders are gathered so that growth can be compared between Green Dot schools and the district schools.
- **Green Dot-Wide Interim Assessments:** Common assessments for each content and grade level class are being developed for use across all Green Dot schools and *Ánimo Central Middle School #3*. These assessments include scoring guides and essential skills rubrics for each content area. *Ánimo Central Middle School #3* and all Green Dot schools will use the interim assessments to assess student mastery of standards, norm teaching practices across schools, and drive teacher reflection and improvement of practice.

- **Traditional Classroom Assessments:** Quizzes, essays, projects and exams are delivered regularly in classes. Students are also measured regularly in non-curricular areas such as class attendance and discipline.

Scores from all student assessments are uploaded into Green Dot's information management system (PowerSchool) so that students' progress within particular subjects and across all subjects can be monitored at any given time. Teachers critically analyze student data, identify strengths and opportunity areas and develop individualized learning plans and defined goals for their students. Goals, and student progress towards those goals, are clearly communicated to students and parents on a regular basis. Regular assessments and analysis help administrators manage their schools more effectively, as they can clearly identify problem areas for certain students or subjects and allocate resources to fix those areas.

Students will also be measured in non-curricular areas such as class attendance and discipline to ensure that they are performing against their commitments to be positive influences at school. For example, Ánimo Central Middle School #3 will actively track each student's attendance numbers as well as the number of discipline actions against them (tardies, detentions, suspensions, etc.). Non-curriculum areas are often overlooked at urban schools when it comes to assessment, but Green Dot believes that students develop quicker when they are held accountable for both performance and conduct.

Below is a matrix of subject area, aligned state standards, assessment tools and frequency of assessment that will be given at Ánimo Central Middle School #3.

Subject Area	Aligned State Standards	Assessment Tool	Time(s) Given
English Language Arts	- Student will read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works	Read 180 (sum.)	Summer Bridge
		Benchmark (form. & sum.)	Quarterly
		Timed Writing (form. & sum.)	Quarterly
		ELA CST & CAT 6 (sum.)	Spring
<i>English Language Development</i>	- Students will gain increasing control of the ability to understand, speak, read and write in English	Home Language Survey (form.)	Summer Bridge
		CELDT (form.)	Summer Bridge
		Read 180 (form. & sum.)	Throughout school year
		EDGE (formative & summative)	Throughout school year
		ELA CST (summative)	Spring
History/ Social Studies	- Students will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence and point of view.	Benchmark (form. & sum.)	Quarterly
		History CST & CAT 6 (form.)	Spring

	- Students will demonstrate an understanding of Ancient Civilizations, Medieval and Early Modern Times and American history		
Mathematics	<ul style="list-style-type: none"> - Students will master the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers. - Students will understand the concepts of mean, median, and mode of data sets and demonstrate ability to analyze data - Students conceptually understand and work with ratios and proportions - Students will demonstrate ability to manipulate numbers and equations - Students will make conversions between different units of measurement. - Students will demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations 	Action Learning Systems (sum.)	Summer Bridge
		UCLA Math Readiness (form.)	Summer Bridge
		Benchmark (form. & sum.)	Quarterly
		Math CST & CAT 6 (form.)	Spring
Science	- Students will demonstrate through investigation and experimentation, an understanding of the principles of physical and life science as well as ecology	Benchmark (form. & sum.)	Quarterly
		Science CST & CAT 6 (form.)	Spring
Foreign Language	- Students will demonstrate, in a foreign language, the ability to read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works	Teacher-designed assessments	End of each quarter
Visual & Performing Arts	- Students will demonstrate some facility with a fine or performing art. Students will understand the place of art in society.	Individual course assessments, teacher observations	End of each quarter

d. Assessment Development: If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening.

The curriculum and interventions that will be implemented at ACMS #3 is already developed. The curriculum is attached in **Appendix C**.

- e. Data Collection and Monitoring: Describe the school-wide data collection and monitoring plan. What data, including ISIS, will the school collect to measure student progress? How will the school use this data to inform programmatic and instructional decisions, assess student needs, intervene with students who need additional help, improve instruction, make adjustments to curricula and other school components and inform professional development?***

College-prep, rigorous assessments that are aligned to state content standards are provided to all Ánimo Central Middle School #3 students. A “Standards Planning Sheet” will be used to ensure that each assessment correlates to a state standard and encourages teachers to assess whether or not students have mastered each standard. Teachers will also train to use the Backwards Design Model for developing instructional units. This model requires teachers to use the state standards as a starting point for curriculum development. By adhering to this model, Ánimo Central Middle School #3 ensures that student report card grades measure the level of student mastery of content standards. Teachers will also use student achievement results on assessments to determine areas for re-teaching. Teachers will meet at least once a semester to examine student work using protocols developed through the University of Pittsburgh to assess student levels of proficiency with regards to standards. Teachers will use student performance on assessments to guide their planning and instruction. For example, the Humanities Department may develop a writing rubric aligned with state content standards to address the low writing skills of Ánimo Central Middle School #3 students.

Ánimo Central Middle School #3 will rely heavily on data collected from assessments to personalize learning for each student and to ensure proper placement in classes. Incoming 6th graders take three placement exams (one in reading, one in math, and one in Spanish) during the summer. The reading test is taken from Read 180, a standards-aligned reading acceleration program, and this test determines a student’s level so that Ánimo Central Middle School #3 can determine which students are reading at a basic or far below basic level. Ánimo Central Middle School #3 will determine math readiness using either the UCLA Pre-algebra readiness test or an assessment to be designed with Action Learning Systems to test end a student’s mastery of 5th and 6th grade math standards. Incoming students are tested during the Summer Bridge Program. Students who score basic or far below basic on the reading assessments are placed in a year-long Read 180 course to support them in language arts. Students who score basic or far below basic on the math assessments are placed in a course specially designed to support them in their mathematics.

Ánimo Central Middle School #3 staff will be data-driven, results-oriented and also accountable for student progress in the classroom. The culture at Ánimo Central Middle School #3 will be based upon constant reflection and improvement. Data will be gathered through assessments and analyzed to in many ways including: overall student growth, individual student growth and aggregate classroom/period growth.

Green Dot uses STAR, CEDLT, and other internal assessments to ensure that all students meet state standards and the school as a whole meets API growth targets. Green Dot’s executive management team reviews all such data on a regular basis with both school site leadership and staff. Green Dot uses student performance data as a cornerstone of its management of its schools and provides extensive development to school leadership and staff so that each school and consistently improve and surpass its goals.

f. Graduation Requirements: For all middle and high schools, describe the proposed graduation requirements, including how student progress will be measured to determine readiness to graduate.

Promotion Policy and Graduation Policy: All students must attend school full-time. Middle School students (grades 6 - 8) are required to participate in the educational and academic classes offered in the areas of English, Reading, Mathematics, Social Science, Technology, and Writing. The Green Dot promotion policy ensures that each child is prepared to progress successfully through grade levels in order to prepare for success in high school, college, leadership and life.

Students who are not prepared to exit a grade level are not permitted to move to the next grade until they have attained adequate achievement in their present grade level. This policy is designed to cease social promotion and ensure appropriate learning for each child.

The following criteria will be considered for promotion:

- Attendance
- Course Grades
- Student Achievement Scores on the Norm Reference Formative Assessment System (NWEA)

Attendance: In adherence to the Green Dot Attendance Policy, any student who misses more than 15 days in a semester may not earn credit.

Course Grades: Students who fail more than two courses per school year (or 20.0 credits) will be automatically retained. Students who fail one or two courses per school year may be required to pass summer school to qualify for promotion.

Student Achievement Scores: Minimum grade equivalent scores on the NWEA will be required for promotion. Students who score more than two grade levels below the national norm in two subject areas (English, Math, Reading or Science) will be referred to summer school. By the end of summer school, students must perform within two grade levels of the national norm in at least two subject areas in order to qualify for promotion.

5. Professional Development

- a. Professional Culture:** *Describe the professional culture you envision at the proposed school. Explain how the professional culture you envision reinforces the Instructional Program outlined above. Identify activities and structures that will support the achievement of the professional culture envisioned. Discuss how you plan to introduce the activities and structures to teachers.*

The professional culture model used at all Green Dot schools combine components of Fullan and Rolheiser-Bennett's (1990) focus on teachers-as-learners (including classroom teachers and school administrators), with their view that talented and passionate teachers are often the best peer trainers available. To ensure the ongoing development of best practices, staff learning at Ánimo Central Middle School #3 also includes the following components:

- Professional Development Committee: Through a teacher elected Professional Development Committee, teachers help determine staff development concepts and priorities that best meet their needs. Teachers are surveyed via the school leadership team and/or the Professional Development Committee to determine staff development needs for the school year.
- Teacher Leadership Program: This program provides teachers with an opportunity to develop instructional leadership skills by providing specific training to support teachers in the facilitation of Benchmark Collaboration Days and the Lesson for Study Process. Training will also be provided on how to facilitate Professional Development for subject-specific groups and how use data to plan and differentiate instruction.
- Benchmark Collaboration Days: Green Dot wide, teachers administer quarterly benchmark exams and meet by grade and subject level to compare test data and determine best practices. This creates the opportunity for collaboration amongst teachers so best practices can be shared across the organization.
- Lessons for Study: Teachers co-develop lesson plans and units together and then have the opportunity to observe their colleague teaching the lesson and provide feedback.
- School-level decision-making: Teachers and the Principal make decisions about curriculum, set academic goals and are held accountable for achieving goals.

- b. Professional Development:** *Describe what effective Professional Development (PD) will look like at your proposed school. Identify the school's goals and strategy for ongoing PD. Explain how the PD plan will be driven by data to build coherence and support the instructional program as well as build capacity to improve teaching and learning, school performance and student achievement. How will the PD program be differentiated to support teachers at various stages?*

Professional development for teachers and school site leaders is a critical component of Green Dot's school model and program. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction (Lieberman). Scheduled into the daily routine at Ánimo Central Middle School #3, professional development opportunities will provide teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide goals.

For teachers, professional development activities at Ánimo Central Middle School #3 will be based on the recommended practices of Green Dot, which may include:

- Teacher buddy program: Once a semester release period for teachers to observe the teaching practices of their "buddy" teacher.

- Observation release day: Once a semester full-day release for teachers to observe successful teachers at other Green Dot schools or any successful school.
- Annual training/Retreat: An annual 5 – 7 day retreat for school staff to plan for the year and receive professional development.
- Mid-year retreat: A half day to 2 day retreat for school staff to evaluate progress, reflect, and adjust the school's plan for the final semester.
- Weekly staff development: A late start is provided each week so that a 90 minute professional development period is established.
- Department norming days: Department meeting to norm teaching practices.
- District wide staff development: Green Dot-wide meeting of content teachers to share best practices.
- Professional Development topics will vary dependent on the school's focus, data from assessment and teacher needs. Topics may include any of the following: effective lesson planning; analyzing data to improve instruction; multiple forms of assessment; developing engaging curriculum; and creating culturally relevant pedagogy.

For administrators, a comprehensive professional development program is in place, which includes the following:

- Coaching: Cluster Directors provide individualized coaching sessions for each school site administrator twice a month. These coaching sessions are focused on the supervision of instruction.
- Key Results: Cluster Directors facilitate a Key Results session at one of their schools each month. During these sessions, the principals within the cluster go to another school in the cluster for 3 hours. During this time, the host principal provides a focus question for the session centered on instruction. Principals walk through classrooms with this focus question in mind and provide the host principal with feedback about this focus question. These sessions help principals share ideas with regards to the supervision of instruction and all principals to generate next steps to be taken at their school sites as a result of what they see at the host school.
- 95/5: Based on the belief that principals should spend 95% of their time onsite providing instructional leadership and 5% of their time offsite in Green-Dot wide trainings, 95/5 is a full-day professional development session for principals and assistant principals once a month. These sessions are focused on the themes the cluster directors are most relevant based on their coaching sessions.
- Practices walkthrough: Half day professional development for principals to tour other Green Dot schools and review “artifacts” of high quality instructional practices.
- Principals retreat: 2 day retreat for all principals and Green Dot home office staff. The retreat allows Principals to reflect, evaluate progress and share best practices.

Staff development meetings usually occur each Wednesday morning. Staff development topics will be chosen based on the assessment of student needs and identifying areas of improvement as outlined in ACMS #3 annual strategic plan.

Research based instructional frameworks include active learning, brain based teaching and learning, differentiated instruction and sheltered instruction to ensure the success of all students at high levels. Research is provided by numerous books, videos, and articles (for example, articles from the Association of Supervision and Curriculum Development) as well as conferences and seminars. Ánimo Central Middle School #3 and other Green Dot school have used books in staff development including: *101 Active Learning Strategies* (Mel Silberman), *Teaching With The Brain In Mind* (Eric Jensen), *Classroom Instruction That Works* (Marzano, Pickering, Pollock),

among others. Teachers attend numerous conferences that include: Successful Inclusion Strategies (Susan Fittell), Engaging Students Through Block Scheduling (Louis Mangione), Vocabulary Development Strategies That Boost Reading and Learning Across All Subject Areas (Kate Kinsella) among many others. This research allows ACMS #3 teachers to learn from successful models and begin implementing strategies in their classroom.

In subject areas identified as weak, whether through STAR assessments or other methods, Green Dot and Ánimo Central Middle School #3 will work together to provide enhanced and targeted professional development to improve performance. Math instruction, for example, has been identified as an area of improvement for Green Dot schools as a whole. In this instance, Green Dot and its schools have initiated a comprehensive effort to improve instruction including the hiring of a math coordinator to mentor all Green Dot math teachers.

c. Teacher Orientation: Describe the induction program for new and existing teachers. Discuss how this program will prepare teachers to deliver the proposed curriculum, utilize the instructional strategies and differentiate instruction.

Green Dot Public Schools has an induction practice for its new and existing teachers through Summer Professional Development and New Teacher Professional Development. Summer Professional Development focuses on the following five areas:

- School business: choosing department chairs, reviewing student-teacher handbook
- Curriculum and professional development: align to school-wide focus, review school's strategic plan, training aligned with strategic plan, set lesson plans
- Review data from the previous year: school wide, department-based and individual teacher data
- Teacher-administrator meetings: administrators meet with each teacher
- Next year planning: teachers given individual time to lesson plan, prepare syllabus and set department goals.

New Teacher Professional Development consists of at least 168 hours of professional development, including specialized trainings outlined below:

- Summer Training: New teachers are required to attend a mandatory two day training prior to the start of summer professional development
- Ongoing Workshops: New teachers are required to participate in workshops that are aligned with the California Standards for the Teaching Profession. Topics include classroom management, creating a culture of high expectations in the classroom, best practices in lesson planning, etc.
- Monthly Support and Development Meetings: First and Second year teachers are required to attend monthly support and development groups.

d. PD Calendar: Provide a tentative PD calendar/schedule that illustrates your allocation of time for PD activities throughout the year, including summer and collaboration time during the school day (if applicable). The calendar should include the areas of focus in support of the instructional program and the format of the PD. Additionally, discuss how the school calendar, daily schedule, interim assessment process, and staffing plans align with this calendar.

For all Green Dot schools, staff development meetings usually occur each Wednesday morning from 7:30am-9:00am. During this time, current research based instructional frameworks are integrated into teaching practices including active learning, brain based teaching and learning,

differentiated instruction and sheltered instruction to ensure the success of all students at high levels. Research is provided to all staff through books, videos, and articles (for example, articles from the Association of Supervision and Curriculum Development) as well as conferences and seminars.

Attached in **Appendix H** is a detailed matrix of professional development activity that is required for all Green Dot Principals and Assistant Principals (146 hours), New Teachers (168 hours) and Existing Teachers (144 hours). As mentioned above this includes: 95/5's, professional retreats and workshops, teacher support, benchmark collaboration days, cluster director coaching, etc.

- e. Program Evaluation: Describe how the PD program will be evaluated to assess its success and effectiveness on an ongoing basis. Discuss how the program will be modified to address areas of need that are identified.***

The Professional Development program is evaluated on an ongoing basis. After each session, teachers complete an anonymous survey rating their experience, offering suggestions for improvement and providing ideas for further topics. Additionally, teachers, counselors, and classified staff members complete a stakeholder satisfaction survey twice annually that asks them to provide feedback on Green Dot-wide and campus level professional development. Lastly, Green Dot Public Schools uses a professional development program rubric attached in **Appendix I**.

- f. Autonomy: Describe how the school will use professional development autonomy to create a professional learning community in which faculty have time to collaborate to improve instructional practice and student learning.***

As mentioned above, the components of Fullan and Rolheiser-Bennett's (1990) focus on teachers-as-learners (including classroom teachers, the principal, and assistant principal), with their view that talented and passionate teachers are often the best peer trainers available. To ensure the ongoing development of best practices and a robust professional learning community, staff learning also includes the following components:

- Teachers help determine staff development concepts and priorities that best meet their needs. Teachers are surveyed via the school leadership team and/or their department chairs to determine staff development needs for the school year. As many as 5 staff development sessions per year are led according to their respective staff training abilities.
- Concepts are developed and introduced over sufficient periods of time resulting in useful work product. Often, teachers participate in multiple, interactive, collaborative experiences around a given staff development topic for 3 weeks to a month, prior to moving on to a new topic.
- Theory is tied to experience by using learning activities that make abstract concepts personal. Staff development sessions often result in the creation of meaningful work products and strategies used individually, departmentally, at grade level and/or schoolwide. This includes lesson plans, unit plans, discipline contracts, grading models, rubrics and the like. During these activities teachers are given time to reflect on their experiences, concerns, values and the quality of instruction.
- In the final step, teachers have opportunities to try out developing concepts by making multiple applications in their classrooms. At meetings held after their efforts, staff meets to compare successes and strategies and develop back-to-the-drawing-board activities. In this context peer "buddy" observation and reflective journaling are required.

6. Serving Specialized Populations

a. Special Education: Explain how the proposed school will implement and monitor the special education compliance processes as well as instruction including assessment, Individualized Education Plans (IEP's) and the provision of special education supports and services utilizing the District's Special Education Policies and Procedures Manual as required by the Modified Consent Decree. Please complete the plan in Appendices C, D & E.

Overview

Ánimo Central Middle School #3 shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

Ánimo Central Middle School #3 shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. Ánimo Central Middle School #3 shall not discriminate against any pupil with a disability in the admissions process or any other aspect of operation. Ánimo Central Middle School #3 shall be solely responsible for its compliance with Section 504 and the ADA and the IDEIA. The facilities to be utilized by the School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

Ánimo Central Middle School #3 recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the “IDEIA”

As an LEA, the Charter School intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

As an LEA member of the SELPA, the School will provide special education and related services for special education students enrolled in the School in accordance with state and federal law. The School will follow the SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

As long as the School functions as a local educational agency member of the SELPA, then the School shall be solely responsible for its compliance with state and federal legal requirements in providing special education and related services to the School’s students.

The School agrees to adhere to the requirements of the Local Plan for Special Education.

The School acknowledges the importance of providing special education services to School’s students. The School agrees to promptly respond to all authorizer and SELPA inquiries and to allow the authorizer access to School’s students, staff, facilities, equipment and records in order to evaluate School compliance. The School shall bear full responsibility for the provision of services, including but not limited to referral, identification, assessment, case management, Individualized Education Plan (“IEP”) development, modification and implementation.

Staffing

All special education services at the School will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEIA. School staff shall participate in all mandatory SELPA in-service training relating to special education.

The School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The School shall ensure that all special education staff hired by the School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The County may review the qualifications of all special education staff hired by the School. The School shall be responsible for the contracting of a qualified agency to provide special education services to School's students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Identification and Referral

The School shall have the responsibility to identify, refer, and work cooperatively in locating School students who have or may have exceptional needs that qualify them to receive special education services. The School will implement SELPA policies and procedures and state and federal requirements to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The School will follow SELPA child-find procedures and state and federal law to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the SELPA's general practice and procedure and applicable law. The School shall work in collaboration with the County to obtain parent/guardian consent to assess School students. The School shall conduct special education assessments as required by applicable law.

IEP Meetings

The School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the School's designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other School representatives who are knowledgeable about the regular education program at the School and/or about the student. The School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

IEP Development

The School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be made pursuant to its IEP process. Programs, services and placements shall be provided to all eligible School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The School shall be responsible for all school site implementation of the IEP. The School shall implement IEPs, pursuant to SELPA policies and state and federal law. The School shall provide parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for the School's non-special education students, whichever is more. The School shall also provide all home-school coordination and information exchange. The School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

For students who enroll in the School with a current IEP, the School shall conduct an IEP meeting within thirty days. Prior to such meeting and pending agreement on a new IEP, the School shall implement the existing IEP at the School, to the extent practicable or as otherwise agreed between the School and parent/guardian.

Non-Public Placement/Non Public Agencies

In the event that the charter school is unable to provide an appropriate placement or services for a student with special needs, the charter school will contact the SELPA to discuss placement and service alternatives. School IEP teams will ensure participation of a authorizer/SELPA special education representative at an IEP team meeting whenever it is anticipated that special education programs outside of the charter school, including but not limited to placement at another school or at a non-public or private school, will be considered. If an Individualized Education Program (IEP) team that includes School personnel places a student in a special education program provided by another entity without SELPA representation on the IEP team, will be fully responsible for the quality of the program and for any costs incurred for such a placement. The School will also maintain responsibility for monitoring progress towards IEP goals for the student with special needs.

Non-discrimination

It is understood and agreed that all children will have access to the School and no student shall be denied admission nor counseled out of the School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The School shall follow SELPA policies as they apply to all SELPA member LEAs for responding to parental concerns or complaints related to special education services. The School shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to it directly unless otherwise directed by the SELPA.

The School shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The School, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints.

Due Process Hearings

The authorizer may invoke dispute resolution provisions set out in a charter, initiate due process hearings, and/or utilize other procedures applicable to the charter school if the SELPA determines

that such action is legally necessary to ensure compliance with federal and state special education laws and regulations.

The School may initiate a due process hearing or request for mediation with respect to a student enrolled in School if the School determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the School shall defend the case.

In the event that a parent or guardian of a student attending the charter school initiates due process proceedings, both the charter school and the SELPA will be named as respondents. Whenever possible, the SELPA and charter school shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

Because the charter school will manage, and is fiscally responsible for, its students' special education instruction and services, charter school will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court or settlement based on an allegation or allegations that the charter school failed to fulfill its responsibilities under state and federal special education laws and regulations (which include, among other things, identifying students with disabilities, assessing students, conducting IEP team meetings, developing appropriate IEPs, and implementing IEPs).

If parents' attorneys' fees and costs are to be paid because parents are the prevailing party as a result of a due process hearing or settlement agreement based on the charter school alleged failure to fulfill its responsibilities under state and federal special education laws and regulations, the charter school will be responsible for payment of those attorneys' fees and costs.

The School shall have sole discretion to settle any matter in mediation or due process. The School shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any School student necessary to protect its rights.

The School shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency.

SELPA Representation

The School shall represent itself at all SELPA meetings.

Funding

The School shall receive state and federal special education funding from the SELPA in accordance with the local allocation plan approved by the SELPA.

SELPA Responsibilities Relating to Charter School Special Education Program

As long as charter schools operate as public schools within the SELPA, the SELPA shall provide information to the school regarding authorizer special education decisions, policies, and procedures to the same extent as they are provided to other schools within the SELPA.

To the extent that the SELPA provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to School staff.

Please refer to ACMS #3 Special Education Service Plan in **Appendix J**.

7. Performance Management

a. Performance Goals and Metrics: Each applicant team is required to set clearly measurable student performance goals and mission-specific goals that will measure the success of your innovative school program.

Quantitative Targets	Y1	Y2	Y3	Y4	Y5	Y6
	1	2	3	4	5	6
Measure	2010	2011	2012	2013	2014	2015
API	647	691	734	756	778	800
CST adv/proficient (ELA 6-8)	29%	36%	44%	48%	51%	55%
CST adv/proficient (math 6-7, Alg1)	24%	32%	39%	43%	46%	50%
CST BB/FBB (ELA 6-8)	42%	34%	26%	23%	19%	15%
CST BB/FBB (math 6-7, Alg1)	49%	41%	32%	28%	24%	20%

b. Rationale: Discuss why the proposed school will track the mission-specific indicators selected.

The assessment of student achievement will drive Ánimo Central Middle School #3's program, discourse of evaluation and improvement, and the allocation and usage of resources. Student quarterly benchmark data in English, mathematics, science, and reading, student grade reports, and standardized testing scores in combination with student work discussion, and other assessment will be at the root of all decisions made on our campus.

The achievement of Ánimo Central Middle School #3 will be measured in both growth and absolute measures. Growth in student achievement is the primary measure that will be used to determine whether the school is an academic success. For API, Ánimo Central Middle School #3 shall maintain an API score above 600 and strive to meet all API growth targets. Under our leadership, the goal of for Ánimo Central Middle School #3 is to reach an 800 API within 6 years. Additionally, we will significantly increase the number of students who are advanced/proficient in both Math & ELA in the next five years as outlined in the table above. In order to monitor cultural indicators, we will strive to have 95% attendance rate to demonstrate increased student engagement and at least a 70% satisfaction rating on student and parent surveys.

Our target setting is not mechanical. Green Dot's targeting model is based on reaching an 800 API for each school. In order to ensure that targets were meaningful and attainable Green Dot evaluated similar schools in southern California. Although we were not able to find exact matches, we examined schools that had at least a 60% free and reduced lunch population and are "high achieving"-defined as having attained at least an 800 API. We then looked at their historical performance and created annual benchmarks, listed in the above table to ensure we would stretch the organization to meet performance potential, representing significant improvements over current performance levels and created targets that are realistic enough to motivate staff action.

Community Involvement

8. Community Analysis and Context

a. Description: Describe the community you seek to serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss your rationale for selecting this community and why the proposed school aligns with community needs and expectations.

Green Dot Public Schools would like the opportunity to operate CRMS #7 as we have an existing presence in this community and proven track record serving similar students. Ánimo Central Middle School #3 is located in a community where the neighborhood schools suffer from high dropout rates, low standardized test scores, and overcrowding and violence. This area is densely populated – 23,245.88 people per square mile – sector in Los Angeles County. The population in the 90011 zip code area alone is 101,214. The median household income (\$23,851) is significantly lower than the United State’s average income (\$58,600), (Neighborhood Link). The demographics of this area is 85.3% Hispanic/Latino, 12.6% Black, 1% White, 0.4% Asian, 0.1% other, and 0.4% multiracial. Even though the University of Southern California (USC) is only 2.6 miles away and University of California Los Angeles (UCLA) is 16 miles away, the student population from the area who attend these universities is minimal. The educational achievement of people with a high school degree, some college, or Associate Degree is 25.1%, while people with a Bachelors degree or higher is 2.8% This community has historically high levels of poverty and unemployment which have facilitated generational gang affiliations, crime, and violence. Providing a quality education to ACMS #3 students is the first critical step needed to not only dramatically improve student achievements but to transform an entire community.

Please see section 8 for a detailed explanation of community assets

Green Dot’s underlying philosophy is based on the belief that all students can learn and do learn when they feel part of a community. This community has a rich history of community activism and engagement and ACMS #3 looks forward to stretching beyond the four walls of our classrooms to engage families and existing community institutions and leaders. Existing Community assets in this community include:

CHURCHES	COMMUNITY CENTERS
Bethlehem Temple Apostolic Church	All People's Community (Christian) Center
St Odilia Catholic Church	A Place Called Home
St Patrick's Catholic Church	Avalon Carver Community Center
Santo Nino De Atocha	Catholic Charities El Santo (same as church)
San Juan Diego Catholic Church	Ross Snyder Recreation Center
Holy Cross Church	Magnolia Place community center
Walker Temple A.M.E. Church	Villa Esperanza Community Center
St Stephen Catholic Church	Magnolia Place community center
St. Vincent Catholic Church	Community Based Organizations & Service Providers
St. Joseph Catholic Church	South Central Neighborhood Council
Church Of Christ	Vernon Central Neighborhood Council
St. Turibius	Unity One Foundation, INC

Wadsworth Church of God	Esperanza Community Housing Corporation
Victory Baptist Church	South Central Lamp
Tabernacle Baptist Church	Snoop Youth Football League practices at Jefferson HS
St. Mark Missionary Baptist Church	Concerned Citizens Housing Development
Second Baptist Church	Coalition For Responsible Community Development
Pilgrim Baptist Church	CD Tech Link
Phillips Temple CME Church	Community Land Trust
Paradise Baptist	Dr. Ghalilli Clinica
Olivet Baptist Church	Clinica Medica Familiar
New Hope Baptist Church	South Central Family Health Center
Neighborhood Community Church	Hubert Humphrey Health Clinic
Mt. Zion Missionary Baptist Church	St. John's Well Child and Family Center
Metropolitan Missionary Baptist Church	L. A. Police Department Newton Division
McKinley Avenue Baptist Church	L. A. Fire Department Station 14
McCoy Memorial Baptist Church	California Hospital Medical Center
Greater Olivet Baptist Church	Avalon/Carver Community Center
Greater Magnolia Baptist Church	
Greater First Bethany Missionary Baptist Church	
Greater Cornerstone Baptist Church	

b. Background/Support: Describe your team's history and experience serving this or a similar community. Demonstrate any existing connections or partnerships that your team has established within the community. Provide a list of community leaders, groups, organizations, institutions or individuals that have pledged support for the proposed school.

Green Dot Public Schools began transforming Alain Leroy Locke Senior High School in July of 2008. Alain Leroy Locke Senior High School was created as a response to the Watts riots of 1967 to provide students in the Watts community with a safe and secure place to learn. Forty years later, Locke High School had earned the unenviable distinction as one of the worst performing schools in California. Prior to the Locke Turnaround:

- In 2004-2005, nearly 40% of Locke's teachers were under-credentialed
- 90% of Locke's students performed below basic, or far below basic, on California Standards Tests in both mathematics and English language arts
- 57% of students failed Algebra 1A
- Fewer than one-third of students passed the California High School Exit Exam, required for high school graduation
- In 2007, the graduation rate was only 28%

With more students on the streets than in the classroom, the school culture had become one of violence and chaos. In early 2007, teachers took matters into their own hands and petitioned LAUSD for a change in school management. Perhaps the school's lowest moment came in May of 2008 when nearby street violence led to riots on the Locke campus that had to be quelled by the police.

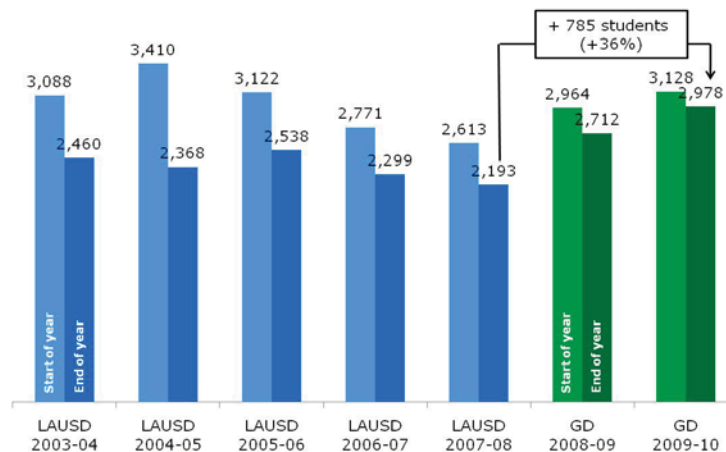
Today, Green Dot runs Locke as a family of 8 small charter schools, designed to prepare students for college and to serve every student in the school attendance boundary Green Dot's core value is an unwavering belief in all students' potential. Evidenced by our early results at Locke, students will strive to meet the expectations of their teachers and mentors—if given the chance. Although there is still a long way to go, Green Dot has already begun to transform the lives of our Locke students and the community we serve. The students' performance, the teachers' commitment and the school's safe environment are all testaments that together we can provide an excellent education for *all* students.

Locke High School results from the first two years of Green Dot management are most accurately demonstrated in three ways: increased retention, increased rigor, and increased student achievement on California state tests.

Retention

- Looking at total enrollment:
 - We retain more students over the summer, so our start enrollment is higher
 - We retain more students during the year, so 785 more students (increase of 36%) were still in school at the end of this school year

Locke Start vs. End of Year Retention



Looking at cohort retention:

- Under LAUSD, only 44% of the starting freshman remained at Locke two years later and only 25% remained after four years
- By comparison, Green Dot has retained 73% of its first group of freshman

Rigor

There is a marked increase in the number of students enrolled in college preparatory classes.

	LAUSD's last year (2007-08)	Green Dot's year 2 (2009-10)	Gains	% Gains
CST English	1,546	2,282	+736	+48%
CST Math	1,408	2,193	+785	+56%
CST Science	1,750	2,644	+894	+51%
CST Social Science	805	1,408	+603	+75%

Results

More students are scoring advanced or proficient on the California Standardized Tests (CSTs) across subjects.

	LAUSD's last year (2007-08)	Green Dot's year 2 (2009-10)	Gains	% Gains
CST English	196	341	+145	+74%
CST Math	37	146	+109	+295%
CST Science	230	303	+73	+32%
CST Social Science	49	222	+173	+353%

9. Community Engagement Strategy

a. Engagement Plan: Explain the team's vision for engaging the community and the underlying theory that supports it.

Educating our youth is a responsibility that must be shared by the community as a whole. Green Dot's underlying philosophy is based on the belief that all students can learn and do learn when they feel part of a community. Students are more likely to experience success when their home cultures are valued. To this end, our vision encourages parents and community leaders to partner with faculty to create an atmosphere where all students' needs are met and community partnerships are integral to the school's success. Below are the organizational structures already in place that will be implemented at ACMS #3 to ensure that we are taking a holistic approach to preparing students for college, leadership and life and engaging all community members in the success of our next generation:

- Family Engagement: Green Dot is committed to integrating parents/guardians into all aspects of their students' education experiences. Parents are required to give at least 35 hours of service annually at all Green Dot schools and a wide variety of service opportunities are made available. The primary focus of service is parent support for their child's academic achievement. Therefore parents are encouraged to complete parenting, English, and computer classes, as well as college and financial aid workshops. Any course work parents take that increases family literacy receives service credit. Parents have many additional opportunities to complete volunteer hours including: assistance in the office, supervision before and after school, at lunch, during fieldtrips and school events, fundraising, and attending parent workshops, meetings, and community events. Parents may also earn volunteer hours for hosting homework and study sessions in their home, regularly checking student homework logs and signing them, and completing parent surveys.
- Community Engagement Department: Because Green Dot is committed to engaging the communities surrounding our schools, Green Dot's Home Office includes a 4 person Community Engagement Department. The department serves as the liaison between school administrators and the community institutions that surround our schools. The department's responsibilities include partnering with churches, community based organizations, schools and government entities to ensure full integration of a school into a community. The Community Engagement Department also leverages community partnerships to assist in enrollment outreach, keeps the community apprised of the successes and challenges at the school, identifies community leaders and helps to build grassroots organizing capacity at school sites.
- Community Partnerships Department: Green Dot's Home Office also includes the Community Partnership Department that works to provide personalized health and emotional care and life skills for our students and their families. This Department develops strong working partnerships with community health and dental clinics, integrates counseling services into our schools and provides an 8-month Parent Education Program aimed at educating parents on how to better support their child achieve success in school and life.
- Parent Coordinator: Every Green Dot school has an administrative staff that includes the position of "Parent Coordinator." This full time position is responsible for being the liaison between the school, students and parents. This role is vital to ensuring that parents are fully integrated into the day to day operations of the school and feel a sense of accountability and connection to their child's education. The Parent Coordinator's responsibilities include: community outreach, organizing parent volunteers, interacting

with parents at the front office, recruiting new students, giving student tours and organizing workshops for parents and students on life planning and health skills.

- After School Programs: Green Dot schools are kept open until at least 5:00 pm daily to provide students with safe, enriching after school programs and to allow community groups use of the facilities. Keeping schools open later accommodates the schedules of working families as they know where their children are until they get off work.

b. Key Community Partnerships: Discuss the specific ways in which community members will be included in the ongoing success of the proposed school. Describe the role of key community partnerships throughout the first five years of the school and explain 1) how such partnerships will further the mission and vision of the school, and 2) who will be responsible for managing the cultivation of these partnerships. For elementary school applicants and applicants serving teen parents and their infants and toddlers, briefly describe how you will develop and cultivate community partnerships with early education programs and stakeholders

Green Dot Public Schools will leverage its existing community partnerships to help Ánimo Central Middle School #3 meet its mission of community engagement. As mentioned in the section above, Green Dot has an existing organizational structure that promotes the engagement of families and community partners in the education of all our students. Specifically, Green Dot will work with the South Los Angeles community partners already serving the students of Ánimo South Los Angeles Charter High School.

Green Dot also has partnered with the following organizations at other schools in order to meet the diverse needs of the students and families we serve:

- Academic Partners: Teach for America, Action Learning Systems, Revolution Test Prep, Safe and Civil Schools, Community Coalition, AdvancedPath Academies, LAUSD
- Emotional & Social Support Service Providers: T.H.E. Clinic, Proud to Wait, Project Kindle, Break the Cycle, Institute of Heartmath, Planned Parenthood
- Leadership and Life Skills Organizations: American Heart Association Youth in Action Program, Champions Adventure, After School, and Sports Programs, HOPE-Youth Leadership through Literacy Program, Girls Inc., Academy of Business Leadership, MOSTE, Close-Up Educational programs
- Health Support Service Providers: VSP, Children's Dental Center of Greater Los Angeles, Mobile Medical clinics.

GOVERNANCE, OVERSIGHT and LEADERSHIP

10. School Governance and Oversight

- a. School Type: Briefly explain the rationale for applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school?*

Green Dot Public Schools operates 18 successful charter schools including the Locke High School Transformation, a radical restructuring of a chronically failing school. All schools that Green Dot opens and operates are based on the school model that Green Dot has developed over the past ten years. Our school model has been created to ensure that Green Dot can consistently open high-quality schools in which students are being prepared for college, leadership and life.

In order to tackle a legacy of neglect and transform Locke High School, we followed a **student-focused** strategy with 5 essential components. We will follow the same successful strategy to transform Ánimo Central Middle School #3. The strategy requires the following:

- Establish an **early presence** on the campus to manage the transition
 - Find and enlist student and teacher ambassadors to generate support for the new operator
- Assemble a **high performing and aligned team** by requiring all staff to reapply for their positions—teachers and classified employees
 - The single greatest success factor is getting a strong team in place- a turnaround operator must have the ability to choose its own staff
- Divide the campus into **small schools** to increase personal attention and allow for accountability
 - Yet, also establish a structure that allows for collaboration and shared resources
- Establish a dramatically improved **school climate and culture** from day one
 - Create clear and consistent expectations for students and provide a safe, clean and respectful environment focused on learning
- Increase **interventions** for highest-need student populations.
 - Special education , English learners, credit deficient students, juvenile detention returnees, and foster care students

- b. Applicant Team Capacity: List the members of applicant team filing this proposal. Please be sure to include each person's affiliation with the school (e.g., principal, teacher, parent, community member, etc.). Include a brief biography of those persons who will take a significant leadership role in the proposed school. Provide evidence to show why the team has the collective capacity to successfully lead/transform a school.*

Green Dot has the track record and capacity to successfully perform all task required to lead Ánimo Central Middle School #3. Green Dot operates 18 successful schools and has recently implemented the Locke High School Transformation, a radical restricting of a chronically failing school. Green Dot's leadership team has extensive knowledge of the following key areas: curriculum and leadership development, instructional strategies, data analysis, financial management and school culture. The Green Dot leadership team is comprised of:

Marco Petruzzi – President and Chief Executive Officer

Marco Petruzzi is the Chief Executive Officer of Green Dot Public Schools. He originally joined Green Dot as President and Chief Operating Officer in January 2007, and was promoted to CEO in October 2008, succeeding Green Dot Founder Steve Barr, who remains Chairman of The Board. During Marco's tenure, Green Dot won Los Angeles School Board approval to rejuvenate Locke High School in Watts and began operating it in fall 2008, re-structuring it into eight smaller, college-prep schools. Green Dot also established itself as a leading agent of reform, creating a world-class school and instructional leadership model as well as an efficient central office to support the schools in many areas including accounting, human resources, knowledge management, information technology, and real estate development. The Locke Transformation Project is the realization of Marco's work on Green Dot's Board of Directors, where he served from 2002 until 2006, in which he led a pro bono Bain & Company consulting project to develop a model for the transformation of overcrowded, under-performing urban public schools.

Prior to joining Green Dot, Marco founded r3 school solutions, an organization that provided management and administrative services to charter management organizations. Prior to founding r3 school solutions, he was a Partner at Bain & Company, a global management consulting firm. Marco has fifteen years of consulting experience working with top management of major international groups in corporate and product-market strategy, channel management, pricing strategy, commercial organization, operations, R&D management and supply chain management assignments, in the USA, South America, and Europe. Prior to joining Bain & Company, Marco also worked at McKinsey & Co. and for Enichem Americas, a petrochemical trading company based in New York. Marco earned a B.S. in Industrial Engineering at Columbia University, where he also earned an M.B.A. He has extensive international experience, having lived in six different countries, and is fluent in English, Spanish, Portuguese and Italian. Marco, an active community member, is married and has two children, both attending public schools.

Cristina de Jesus - Chief Academic Officer

Cristina de Jesus is Green Dot's Chief Academic Officer. She currently oversees all academic programs, curriculum development, training programs for administrators and teachers, human resources, operations, and security. She previously served for two years as Vice President of Curriculum and Instruction, and for four years as the founding principal at Ánimo Inglewood Charter High School, Green Dot's second school. Prior to joining Green Dot, Cristina was an English and History teacher for seven years in the Santa Monica/Malibu School District. While in Santa Monica, she earned National Board Certification in Early Adolescent/English Language Arts. She has earned a Masters of Education, a Masters of Education Administration, and recently earned her doctorate in Educational Leadership from UCLA.

Ken Zeff – Chief Operating Officer

Ken Zeff is the Chief Operating Officer of Green Dot Public Schools. He previously served as Chief Operating Officer of ICEF Public Schools, a charter management organization that serves disadvantaged students in south Los Angeles. Previously Ken had been appointed as a Senior Consultant for Policy Development in the Office of the Secretary at the U.S. Department of Education. In that role, he worked primarily on the Administration's blueprint for No Child Left Behind reauthorization. Ken was also awarded a White House Fellowship which he spent at the White House Office of Management and Budget. Before his time in Washington, Ken worked for the Superintendent of San Diego City Schools as a Broad Resident where he managed the campaign for universal preschool access for all four year olds in the district. As a manager at Deloitte Consulting, he led process redesign, strategic planning, and financial management projects for Fortune 500 companies. Ken also took a leave of absence from Deloitte to create

computer learning centers in the inner city of Seattle as a member of AmeriCorps*VISTA. Ken received his BA in Economics from the University of Michigan and his MBA from The Wharton School at the University of Pennsylvania.

Sabrina Ayala – Chief Financial Officer

Sabrina Ayala is the Chief Financial Officer of Green Dot Public Schools and is responsible for managing all financial aspects, including financial strategy, budgets, cash management, accounts receivables, accounts payable, facility financing and purchasing. She brings to Green Dot ten years of Wall Street experience. Prior to joining Green Dot in 2006, Sabrina was an Institutional Equity Trader with Merrill Lynch, a Valuation and Compensation Consultant with Stern Stewart & Co. and an Investment Banker with Kidder, Peabody & Co. All were based in New York City. Her areas of expertise include natural resources, cyclical chemical industries, consumer products, REITS and arbitrage. Sabrina, an Eli Lilly Scholar, received her MBA from the Kellogg School of Management in 2002 with majors in Finance and Entrepreneurship. Her Bachelor of Science degree in Finance, with minors in Accounting and Sports Management, is from Northern Illinois University, where she graduated with honors, cum laude and Outstanding Woman Graduate of the Year.

Megan Quaile – Vice President of Education

Megan Quaile became the Vice President of Education in June 2009. She began her career at Green Dot in August 2007 as a Cluster Director responsible for overseeing the leadership teams at the five Jefferson Schools. Before joining Green Dot, Quaile worked as Chief Executive Officer and co-founder of Civitas Schools, the Chicago-based Education Management Organization that operates the two high school and two elementary school campuses serving 2200 students in grades Pre-Kindergarten through 12. Quaile began her work with CICS by serving as the founding principal of CICS Northtown Academy Campus, the first CICS high school opened with a grant from the Bill and Melinda Gates Foundation. Prior to her role with CICS, Quaile served for three years as the principal of an urban private school. Her educational experiences further include positions as Assistant Principal, English Teacher and coach. She has also served as an elected member of the Chicago Archdiocesan High School Leadership Council, President of Women's Schools Together, and administrative representative on DePaul University's Professional Education Council. Quaile has earned a Master's in Education from DePaul University where she is currently completing doctoral work in Educational Leadership.

Our current Cluster Directors are an equally impressive group:

Kelly Hurley – Locke Cluster Director

Kelly Hurley began his career in the Long Beach Unified School District as a teacher in the fall of 1985. After twelve years serving as a teacher, counselor, and assistant principal, he was promoted to a position as a principal in the fall of 1997. He served as a middle and high school principal for ten years. During this time, Kelly was asked to take over two schools (one middle and one high school) where a toxic culture caused an extreme divide between staff and administration. The expectation from the superintendent was to heal the culture and climate of each campus, and to then improve student achievement.

Annette Gonzalez- Founding Five Cluster Director

Annette Gonzalez is currently the Cluster Director for the Founding Five Schools in Green Dot Public Schools. Before moving to the Home Office in 2008, Ms. Gonzalez served as the principal of Ánimo Inglewood during the 2006- 2008 school years. Prior to becoming the principal, Ms. Gonzalez was the Assistant Principal for the 2005-2006 school year. Before moving into

administration, Ms. Gonzalez taught for eight years, three at the high school level and five at the middle school level. She taught 9th grade English at Ánimo Inglewood for three years and was chair of the English Department. Ms. Gonzalez served as a mentor teacher for three years at Ánimo providing support for first and second year teachers. Prior to coming to Green Dot, she was an English and History teacher for five years in the Santa Monica/Malibu School District. While in Santa Monica, she served as a team leader and Governance representative. Ms. Gonzalez also presented at conferences around the country including the Coalition of Essential Schools' Fall Forum. In 2001, she received National Board Certification from the National Board of Professional Teaching Standards in the area of Early Adolescence English/Language Arts. Ms. Gonzalez graduated with a Bachelor of Arts degrees in English and History from the University of California, Riverside. She has a Masters Degree from Cal State Northridge in Educational Administration.

Chad Soleo- Jefferson Cluster Director

Chad Soleo earned his undergraduate degree in English Literature from the University of Arizona. Through Teach for America, Mr. Soleo began teaching English language arts at Alain Leroy Locke High School in South Los Angeles. While teaching, he pursued his graduate degree in Secondary Education at Loyola Marymount University. He implemented the very successful college preparatory program, AVID (Advancement Via Individual Determination), at Locke High School contributing to a significant increase in college awareness and a graduation rate in 2005 that nearly doubled that of the previous year. He taught reading, 10th grade English and honors English, and guided his journalism class through the publication process of *The Saint City News*, Locke's monthly newspaper. Chad led a team of impressive educators in the establishment of The School of Social Empowerment, a small learning community serving over 400 students. Mr. Soleo became an assistant principal at Locke in 2005, coordinating Locke's effort to reorganize itself into seven small learning communities. He has lead professional development in Los Angeles Unified School District, within the Southern California AVID community, and within the Teach for America organization. He is the founding principal of Ánimo Pat Brown Charter High School which serves families in South Los Angeles who would otherwise attend some of the lowest performing high schools in Los Angeles. Ánimo Pat Brown become a California Distinguished High School under his leadership, and is recognized as one of the most successful schools in closing the achievement gap according to the most recent study conducted by the California Charter Schools Association. Chad consulted with Green Dot Public Schools in its school-opening venture in partnership with the United Federation of Teachers in New York City, and has taught within the charter school leadership cohort for Loyola Marymount University's School of Education administrative credentialing program. Chad is currently coaching principals and supervising an administrator in residence program as a Cluster Director and has overseen the opening of Green Dot's first middle school, Ánimo Jefferson Middle School. Because of his experience with Ánimo Jefferson, Chad will serve as an important resource for the principal of Ánimo Central Middle School #3.

Resumes for the Leadership team are attached in **Appendix K**.

c. School Governance and Oversight:

- i. Autonomy: How will you use governance autonomy to create a culture of shared leadership and decision-making focused on high student performance?***

Our governance structure is a reflection of our belief that students, staff members and parents are all collaborators in the educational process. Ánimo Central Middle School #3 will be an independent charter school and will be governed by Green Dot Public Schools, a 501 (c)(3) non-

profit benefit California Corporation. The structure of Ánimo Central Middle School #3's governance and its relationship to Green Dot's home office is outlined in **Appendix A**.

Ultimate responsibility for the governance of Ánimo Central Middle School #3 will rest with Green Dot's Board of Directors. Ánimo Central Middle School #3 is also governed by a School Advisory Board, comprised of teachers, students, parents and administrators. Its role is to ensure fair representation of diverse thoughts and oversight of the school.

The School Principal is responsible for the school's academic and financial results and has hiring and firing power over the entire staff. Additionally, two unions are represented at Green Dot, one for certificated staff and one for classified staff. The two unions are progressive, collaborative and aligned with our mission to prepare students for college, leadership and life. A more detailed description of roles and responsibilities is provided in **Appendix L**.

ii. School Level Committees: Describe the decision-making bodies and general areas of decision-making responsibility for each body that will exist in the school. Detail how your school governance structure allows for a real and meaningful impact on school decision-making, and how they will interact with each other? Describe the process for gaining input from all stakeholder groups into decisions.

There will be numerous opportunities for students and parents to participate in the implementation and growth of the school and learn about leadership. Students will be encouraged to help design and assist in the administration of many school programs, including the disciplinary process, student recruiting, all-school meetings, and the school newspaper.

Parents will be treated by staff members as collaborators in the educational process. The Advisory Board, comprising parents, teachers, classified staff, students, community representatives, and administrators, will also recommend policy to Green Dot management. The composition of the School Advisory Board may include: the Principal, 4 teachers, 1 classified staff member, 3 parents and 3 students. The School Advisory Board will meet monthly. Parental views and expertise will be sought in developing policies and solving school-wide problems through representatives serving on the Advisory Board and various committees. Communication with parents, whether about school policies and programs or about their own children, will be frequent, clear, and two-way.

iii. Governing Council: Describe the composition of the Governing Council and the process for membership selection.

Ánimo Central Middle School #3 and Green Dot are governed by a corporate Board of Directors ("Board" or "Board of Directors") in accordance with its adopted corporate bylaws. Potential members of the Green Dot Board of Directors are typically nominated by an existing board member. The Green Dot board frequently discusses additions to its membership based on the need to add additional functional expertise and/or balance representation of the communities served by Ánimo Central Middle School #3 and other Green Dot schools. Once nominated, the board undergoes a thorough review process including a nominee's professional background, community involvement, and commitment to Green Dot's mission. In order to be confirmed, nominees will have to receive a unanimous vote by the existing board of directors. Please see **Appendix M** for a list of our Board of Directors.

11. School Leadership

- a. *Principal Selection: Describe the criteria for selecting a leader for the proposed school, and explain how these characteristics align with your school's unique mission and vision. Additionally, describe the process that will be used to select the school leader. Please attach a job description for the Principal. If a candidate has already been identified, explain why this person is well qualified to lead the proposed school.*

As the primary leader of the school, Green Dot takes extensive care to select the most qualified and dedicated Principal. Green Dot will use its extensive relationships with a number of universities and other channels to attain the highest quality Principal, possessing a Tier I administrative credential. Historically, Green Dot has had pools of between 40-100 candidates applying for the Green Dot principal positions and we are confident that it will have a similar pool of candidates from which to hire the leader of Ánimo Central Middle School #3.

Additionally, Green Dot is developing leaders within its own organization (counselors and assistant principals) who have already asked to be considered for the Principal position. Since 2007, Green Dot has run an Administrator in Residence (AIR) training program. This one-year program selects candidates who have shown potential for school leadership, and hosts them through a rotation program designed to help them learn school leadership from Green Dot's best leaders. The Administrators in Residence are overseen by our Cluster Directors (who oversee our principals). Each AIR is placed at a Green Dot school for a period of 8 weeks, where they are partnered with a mentor principal. AIRs are given assignments that principals and assistant principals are responsible for, including putting together WASC applications, spearheading professional development programs for teachers, overseeing new academic programs, conducting school supervision, facilitating parent meetings, and other projects that administrators need to be able to handle. At the end of 8 weeks, the AIR is moved to another Green Dot school so that they can learn from a new mentor principal and truly learn the best practices among all Green Dot schools. After completing the one year course, AIRs are given the opportunity to apply for school leadership positions within Green Dot schools.

The hiring of the Ánimo Central Middle School #3 Principal will follow the standard Green Dot principal hiring process. The candidate must have a track record of success working with similar students and be an effective leader with the appropriate skills to operate a successful school. The first step will be an interview with the Vice President of Education. Next, the candidate will participate in a panel interview that includes a team of cluster directors and campus leaders. At this panel interview, the candidate will model a professional development presentation, respond to a series of scenario questions, and produce an on-demand writing sample. Third, the candidate will watch a short video of a teacher's lesson and then debrief with the Cluster Director on feedback and next steps for support to be given to that teacher. On the same day the candidate will spend a half-day shadowing a current Green Dot Principal and then write a reflection identifying school strengths and weaknesses in the following areas: instructional leadership, resource management, people management, problem solving, and community leadership. Any candidates who successfully move through these phases of the interview process will participate in a community panel made up of students, parents, teachers and classified staff members. The cluster director will facilitate the community panel. The panel will provide input into the process but Green Dot management will make the final decision on hiring. The timeline for recruiting and hiring is March-April. The Principal will need to be hired as soon as possible as they are responsible for selecting the rest of their staff. A job description is included in **Appendix L**.

- b. Leadership Team: Identify any leadership positions beyond the principal position. Discuss the role the leadership team will play in the development, implementation and evaluation of the Instructional Program. Discuss how the leadership team will collaborate with the faculty and staff to set goals, develop and implement the curriculum, assess progress in meeting goals and hold each other accountable for meeting such goals.***

Ánimo Central Middle School #3 will have a leadership team that consists of an Assistant Principal, Counselor, and Master Teacher and receive ongoing guidance and input from a Cluster Director. This team will meet regularly to analyze student progress and performance, determine effectiveness of the curriculum, improve instruction, and set future target goals and make necessary corrections to achieve target. Green Dot will recruit for the positions from March through June and begin staff on-boarding and development in July. Job descriptions are included in **Appendix L**.

In addition, the school-based leadership team will receive extensive professional development and intense support from Green Dot's Education Team. One such support is a school visits program review. The program review is a four-hour planning session with the school leadership with the purpose of creating a roadmap for significantly increasing student achievement over the course of the next two-to-three years. The recommendations are based on ensuring that each school develops and meets the four core elements of success: quality teaching and instruction, master scheduling focusing on student's needs, data-driven decision making, and college-going culture.

Additionally, Green Dot's Education Team will conduct school visits. Each school visit is comprised of activities selected from the following meetings, observations, and other activities chosen according school needs:

Meetings	Observations	Other
<ul style="list-style-type: none"> • Meet with Principal & Assistant Principal • Interview Teachers, Counselors & Staff • Interview Students • Interview Parents/Guardians • Interview Campus Leadership (Grade Level Leaders, Curriculum Chairs, etc.) 	<ul style="list-style-type: none"> • Classroom Visits • Data Review • Professional Development • Observe arrival, passing periods, lunch and dismissal 	<ul style="list-style-type: none"> • Data Review (Strategic Plans, Achievement Data, WASC, Stakeholder Feedback, etc.) • Review Curricular Documents • Verbal Feedback to Principal & Assistant Principal • Report Writing • Additional Evidence Gathering • Collect Additional Data (including student work)

The goal of the visit is to monitor progress toward student outcome goals, assess teacher effectiveness and stakeholder satisfaction. At the conclusion of the visit, ACMS #3 will receive an analysis of strengths, areas of improvement and actionable next steps for improvement.

- c. Principal Evaluation: Describe the annual process by which the principal will be evaluated. Please be sure to include the governing body or persons responsible for evaluation.*

Goal is to help administrators develop in their main role as instructional leaders of their staffs to improve teacher quality. Principals are evaluated twice a year by the Cluster Director and the evaluation rubric incorporates the following elements: performance evaluation score, data including student performance and financial metrics and stakeholder (teachers, counselors, classified employees, parents and students) feedback scores. Additionally, regular coaching and professional development is provided, particularly in instructional leadership to ensure Principals are receiving the tools they need to be successful. The Principal will be evaluated in the following areas:

Instructional Leadership

- Maintains school-wide focus on high standards of student achievement
- Knowledgeable of effective instruction, curriculum and intervention implementation
- Uses data to increase student achievement
- Creates a learning culture that communicates “College for Certain”
- Effectively coaches teachers to improve instruction

People Management

- Holds employees accountable for results
- Builds a collaborative, well-functioning team
- Communicates well with staff
- Gathers input, collaborates and provides leadership opportunities as appropriate
- Recognizes and rewards individual and group behavior

Resource Management

- Maintains a balanced budget
- Manages resources effectively
- Manages time and priorities effectively
- Establishes effective systems for school operations
- Adheres to Green Dot, State, Federal & District (where appropriate) regulations, policies and procedures

Problem-Solving

- Resolves conflict in a fair and consistent manner
- Seeks outside support where appropriate
- Implements an effective student discipline policy
- Plans for personal leadership development
- Plans for success

Community Leadership

- Cultivates the school’s mission, vision and core values
- Engages parents in their student’s school experience
- Builds effective community partnerships and external relations
- Promotes a positive school culture
- Is customer-service oriented

Please see **Appendix N** for the Leader Evaluation Rubric.

12. Staffing

- a. Staffing Model: Discuss the academic and non-academic staffing needs of the school from start-up through year five. Include all personnel along with the number and type of positions. Explain how the proposed staffing model aligns with the mission, vision and Instructional Program of the proposed school. Additionally, discuss how your staffing model ensures adequate instruction and services to special education and EL students.*

Green Dot Public Schools will hire a qualified Principal for Ánimo Central Middle School #3. In addition to teachers, Green Dot's recommended staffing model for onsite staff includes:

- Principal
- Assistant principal
- One or more counselors
- Office manager
- Parent coordinator
- Campus aide and/or instructional aide

Ánimo Central Middle School #3 will also benefit from support from the Green Dot Home Office which includes a Cluster Business Manager to provide operational assistance, a Psychological Services Coordinator and Special Education Program Administrator that will coordinate all IEP related services.

Based on Green Dot's philosophy of local decision making, the Principal will have discretion over its staffing model as long as it remains within budget. The principal will be in charge of ongoing reviews of the classified staff and salaries will be competitive. The administrative staff shall possess experience and expertise appropriate for their position as outlined in their job description. Because it is crucial that the school is integrated holistically into the neighborhood, the Office Manager and the Parent Coordinator will likely be hired from within the community. The relationship between Ánimo Central Middle School #3 families and office staff is an integral component of the school's campus culture.

Our staffing model includes in Year 1: 19 teachers, 3 administrators and 4 classified staff. In Year 2 the staffing model increases to 23 teachers. A detailed breakdown of the staffing model is included in **Appendix L**.

- b. Recruitment and Selection of Teachers: Describe the criteria the proposed school will use to select teachers, and explain how the criteria align with your school's unique mission and vision. Discuss the schools planned mix of experienced and new teachers as well as any unique considerations needed to support the school design.*

Ánimo Central Middle School #3 will hire a diverse faculty composed of the best teachers available. We will achieve this goal by continuing our national search to hire the finest teachers. This includes contacting the top graduate and education programs in the country and publicizing the school to experienced teachers. Given Green Dot Public Schools' extensive interview process and variety of leadership positions available at our schools, our teaching staff is a combination of veteran and first time teachers creating a synergy of tested and new strategies for academic achievement.

Below is a sample list of required teacher's qualifications

- Bachelor's Degree plus successful completion of the CBEST and CSET examinations.
- Solid knowledge of subject matter including CA State Standards.
- Excellent verbal and written communication skills are essential.
- CA Single Subject Credential preferred or enrolled in a University Intern Program.
- Passionate about improving public education to help all children reach their dreams.
- Must have a strong ethical base and community awareness.

Teachers at Ánimo Central Middle School #3 will be required to hold a Commission on Teacher Credentialing (CTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. As CDE and CTE provide interpretations for the requirements for non-core subjects, those interpretations will be followed. Should a qualified candidate not hold a California teaching credential, in order to be hired, he/she must be qualified to apply for either a Short Term Staff Permit (STSP) or a Provisional Internship Permit (PIP). If hired, the candidate must enroll in a credentialing program before the expiration of the permit and apply for an intern credential. At all times, teachers must meet all qualifications to be in compliance with NCLB.

All teachers shall hold the training and credentials appropriate to their placement and will be hired based on their capacity to deliver the instructional and curricular program. Current copies of all teacher credentials will be maintained by Green Dot and made readily available for inspection.

During its teacher selection process, Green Dot's Office of Human Resources will do the following:

- Research and establish job qualifications, including a list of position-specific criteria to be given to qualified applicants
- Announce opening(s)
- Recruit applicant(s) from a broad pool of applicants
- Request an application, resume, references, records of experiences, credentials, licenses, etc.
- Give all teaching candidates a researched-based Haberman interview, which is made up of 50 questions, that measures teaching aptitude in an urban setting
- Arrange that candidates be interviewed at the school site by stakeholders.
- Have final teacher candidates teach a demonstration lesson that must be student-driven and exhibit a strong command of the subject area
- Verify previous employment and check references of interviewed candidate(s) before
- The Principal will make the final decision on the hire.

c. Autonomy: How will you use staffing autonomy to create optimal learning-centered cultures for students? For Pilot School applicant teams, please attach a copy of your draft Elect-to-Work Agreement that teachers will be required to sign.

Staffing autonomy allows ACMS #3 to ensure that the most effective teachers are in the classroom. It provides the flexibility to create a master schedule that reflects student needs as determined by assessments. An autonomous staff understands that small schools require prioritizing the most important needs for master scheduling. Master scheduling flexibility allows for intensive interventions to be built into the school day including literacy intervention, math support, college readiness, advisory, ESL and Special Educations services.

- d. Evaluation: Describe the evaluation process for teachers. For internal applicant teams only, please discuss how your proposed evaluation process connects to and/or furthers the recommendations of the District's Teacher Effectiveness Task Force.*

All teachers will be evaluated using the AMU/Green Dot Teacher Evaluation System, a systematic appraisal of performance based on the California Standards for the Teaching Profession. The evaluation system is based on the following standards:

- Standard 1: Engaging & Supporting Students in Learning
- Standard 2: Creating & Maintaining Effective Environments for Student Learning
- Standard 3: Understanding and Organizing Subject Matter for Student Learning
- Standard 4: Planning Instruction & Designing Learning Experiences for All Students
- Standard 5: Assessing Student Learning
- Standard 6: Developing as a Professional Educator

Green Dot is committed to developing effective educators. Green Dot also believes that all teachers should be held accountable for the objectives and outcomes they can influence. As a result, Green Dot will provide extensive support to help teachers meet their objectives and enhance themselves professionally. All Green Dot teachers are expected to actively participate in a process of continuous improvement and reflection by being open to feedback and by using the resources and tools that Green Dot provides.

Evaluations are part of an ongoing, year-round process in which a teacher will discuss performance issues with his or her administrator. Specifically, the evaluation will evaluate the teacher's current level of performance, progress made since the last review and establishes goals for the next evaluation. The evaluation helps ensure that both the teacher and his/her administrator understand their respective roles in assisting and supporting the teacher to achieve his/her career goals.

Two Track System:

All teachers will be evaluated using a process of systematic appraisal of performance based on the California Standards for the Teaching Profession. There will be two available tracks depending on years of teaching experience and expertise as defined by the school site principal.

Track I is for newer teachers to the profession who need to focus on the California Standards for the Teaching Profession (CSTPs).

Track II is for more experienced teachers who will focus more on professional growth. To be eligible for Track II, a teacher must have earned either "Meets Standard" or "Exemplifies Standard" on all CSTPs. The two tracks are described in more detail on the following pages.

General Provisions:

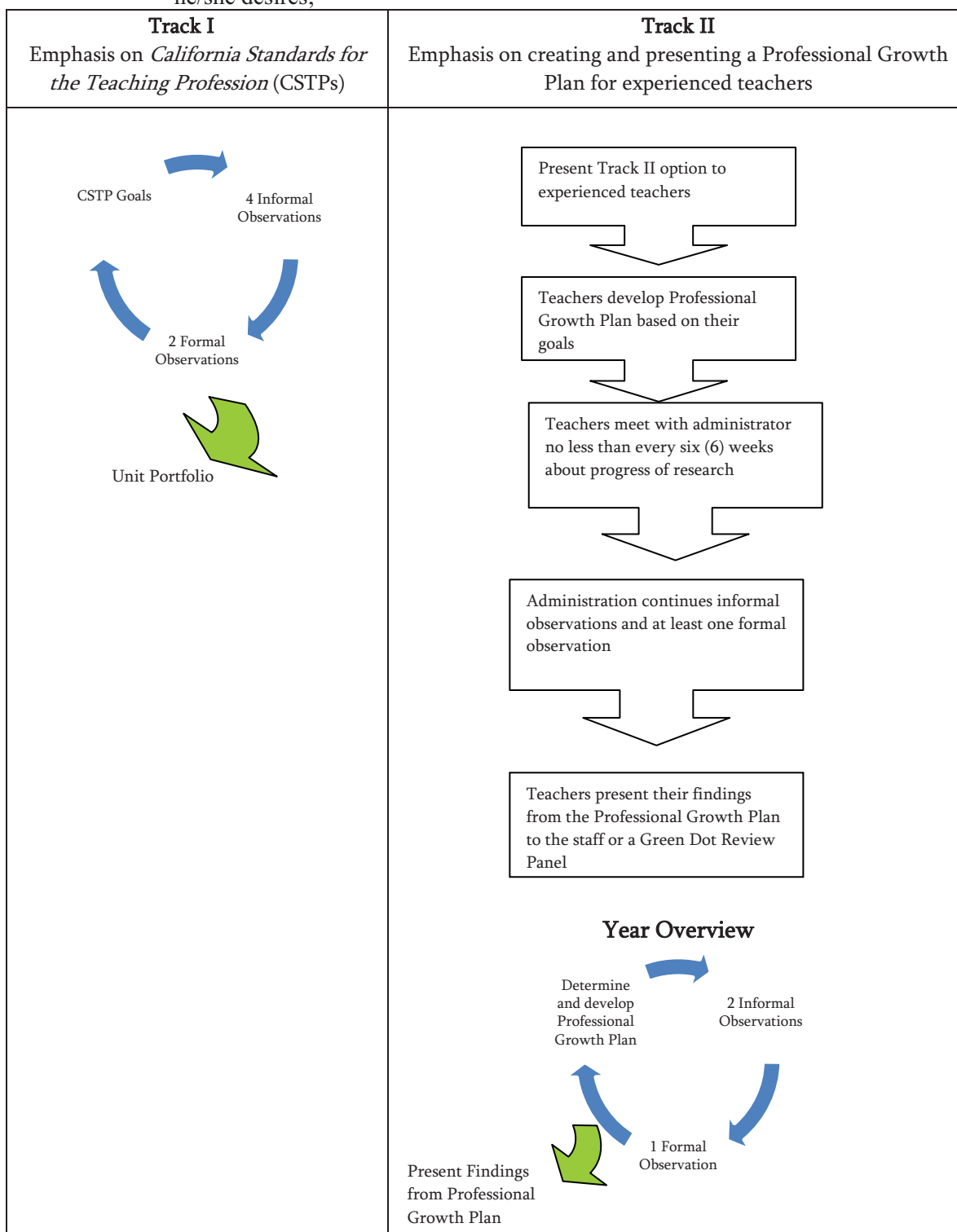
The following apply to all teachers on both Track I and Track II:

- No later than 30 days from the start of each school year, principals will hold an individual conference with each teacher to establish goals for that school year based on the CSTPs. Prior to this meeting, the principal will provide the teacher with copies of his/her observation

documents for the year and expectations for the meeting. Focus areas may be changed or modified during the school year at the mutual discretion of the principal and teacher.

- Each teacher shall be given a minimum of two informal observations prior to each formal observation. Track I teachers will receive a formal observation twice each school year. Track II teachers will receive a formal observation once a year. This will generally be by the second semester deadline as described above. However, a Track II teacher may request to receive their formal observation during the first semester. Ten working days notice shall be given for a formal observation. They will be preceded by a pre-observation conference no less than three working days prior and followed by a post-observation conference within ten working days to review and sign the evaluation. A formal observation for the second semester needs to be completed prior to 15 days remaining in the school year
- All Track I teachers are required to complete the Unit Portfolio.
- All Track II teachers are required to complete the Professional Growth Plan.
- If during any teacher observation, an administrator determines that a teacher either does not meet or partially meets any of the standards defined by the California Standards for the Teaching Profession, a development plan may be created to help foster teacher growth.
- The **development plan** shall include the following:
 1. Areas of growth, where specific improvement is needed and supporting evidence;
 2. Specific suggestions for improvement;
 3. Resources to be utilized to assist with the improvement; and
 4. The means by which improvement will be measured.
- If, after a minimum of forty five working days has been given for the teacher to improve as specified in the development plan, and there is no evident progress based on the areas of growth identified in the development plan, a forty five school day improvement plan shall be developed.
- The **improvement plan** must include (but is not limited to):
 1. Areas of growth, where specific improvement is needed and supporting evidence;
 2. Specific recommendations for improvement;
 3. Resources provided to assist with the improvement;
 4. The means by which improved shall be measured; and
 5. A reasonable date for achieving the specified improvement(s).
- The principal will take affirmative action to give support to help the teacher correct any cited deficiencies. Such action shall include specific recommendations for improvement, direct assistance in implementing the recommendations, and adequate release time for the teacher to visit and observe similar classes in other Green Dot schools.
- Any teacher receiving a “practice does not meet standards” rating shall be given an improvement plan.
- In the event a teacher on an improvement plan has not improved their performance to meet the standard, Green Dot may terminate and/or not re-hire for the following year. In this case, the following procedures will apply:
 1. The teacher will be given written notice of the termination on or before April 15th of that school year;
 2. The notice shall include the reason for the action and notification of an opportunity to appeal;
 3. The teacher may request a conference in writing within ten working days of receiving the notice;
 4. If the teacher doesn’t submit a request for a conference in writing within ten working days of receiving the notice they will waive the right to a conference;

5. The conference, if requested, shall follow the grievance process as described in Article XIV of the collectively bargained agreement between Green Dot and AMU;
6. The teacher may have an Association representative present at the conference if he/she desires;



13. FINANCES

- a. Financial Sustainability: Discuss how your school will sustain its vision, mission and goals relying only on regular District funding or charter funding.***

Green Dot schools strive to be self-sustaining on public funds (Federal, State and Local) after their start-up costs have been funded; typically, by their fifth year. The key factors that enable Green Dot schools to operate effectively on the public dollar are: a) high student attendance rates, b) lower number of classified employees per student than a traditional district school, c) greater utilization of all employees and d) low non-classroom based operating expenses due to increased efficiencies.

Our budget reflects our commitment to meeting our school-wide learning results by ensuring that resources are targeted to curriculum and instruction. Green Dot's organization is centered on getting more money into the classroom to enable principals and teachers to effectively serve kids. Principals and teachers are prepared to make effective decisions related to instruction and school site management and therefore provide significant input on budget decisions.

Green Dot's Home Office incorporates best practices from the private and public sectors in order to maximize efficiency and drive dollars towards activities that directly impact kids. Each school receives \$0.94 for every \$1 it is allocated in public funds and it is required to use that money as efficiently as possible to maximize the amount spent on students.

- b. Additional Funding: To the extent that the implementation of your proposal requires additional resources beyond existing District or charter funding, please specify how the school plans to raise additional funds.***

Green Dot is also very successful at fundraising from private foundations in order to help support its growth. Green Dot has received commitments of over \$50 million from private foundations over its history. Green Dot has received a commitment from the Eli and Edythe Broad Foundation to receive \$500,000 for every new school that Green Dot opens. This \$500,000 is reflected in the current financial projections. Green Dot will continue to fundraise throughout the school year and beyond, and is confident that it will be able to raise the funds necessary to support its schools because of the success it has had to date, raising over \$36 million in commitments over the past three years.

Ánimo Central Middle School #3 will also have access to Green Dot's multiple credit facilities (over \$1 million revolving lines of credit through Wells Fargo and other lending financial institutions). Green Dot's corporate cash reserves can also be used to cover any cash flow issues that may arise because of timing differences in which revenues are accrued versus collected. For more detailed information, please refer to the school budget in **Appendix O**.

For Traditional, ESBMM, Pilot and Network Partner Schools Only

- c. Autonomy: Discuss how your proposed school will use budgetary autonomy granted via Transparent Budgeting to ensure that expenses are aligned with the mission, vision, instructional program and goals of the school. Please outline your school's priorities from start-up through year 5.***

Not Applicable

d. Budget Development: Describe the process for developing the annual school budget, ensuring input from a broad cross-section of stakeholders.

The budget is an ongoing process. In October, the budget will be developed for the following fiscal year by the Finance and Accounting department in conjunction with the principal. The Principal works with teachers and parents to determine the budget priorities and ensure that the budget reflects the schools priorities and needs. By March, the Principal completes the school budget and submits it to the Green Dot Home Office. During the spring the submitted budget is reviewed for completeness and feasibility by Home Office. Also, given the state budget crisis, the budgets are revised for the changing revenue estimates as the crisis progressed.

The final budget will be presented and approved by the Board no later than May. Final number decisions will lie with the Green Dot management team; however, once the total amount of the budget is set, the principal may reallocate money during the year.

After approval, ACMS #3's budget will be controlled by holding monthly variance meetings between the Cluster Business Manager (CBM) and the school Principal. The CBM meets on a semi-monthly basis with Finance & Accounting to report on the budget situation in the schools and to present necessary adjusting journals, if any.

14. Implementation

- a. Implementation Plan: What elements of the school proposal will be implemented in the first year? How many years will it take to achieve the full scope of the proposal as written? Submit a timeline that outlines the rollout of all elements of the proposal from start-up through year 5. Attach Appendix G.*

Activity	Est. Due Date	Comments
Hire principal and begin principal training	4/30/2010	Principal will shadow existing Green Dot principals and participate in school startup activities
Complete student recruitment and community awareness campaign	6/30/2010	
Complete staff hiring (classified staff, teaching staff)	6/30/2010	
Complete enrolled student placement testing	7/27/2010	
Summer Bridge Complete	8/17/2010	Program for incoming students completed
All new school staff complete Green Dot professional development and training	8/30/2010	Six Tenets and recommended practices fully implemented in Year 1 school
Intervention training	8/30/2010	Math and reading intervention programs installed and teachers trained
Host parent orientation	8/30/2010	
Second week of school	9/18/2010	Office hours, homework clubs and guided study programs implemented
First semester of Year 1	12/21/2010	2 student-led clubs started and active
Second semester of Year 1	6/30/2011	2 additional student-led clubs started and active; 2 sports teams started and active

SUPPLEMENTAL APPLICATION

NETWORK PORTFOLIO AND PERFORMANCE:

1. Portfolio of Schools (2 pages)

Please provide an overview of the schools/campuses within your portfolio. Please include the following:

- a. Number of school(s)/campus(es) and total number of students served;*
- b. Cities or communities served;*
- c. Grade levels served;*
- d. Unique school themes or models in your organization*
- e. Type of schools in your portfolio (e.g., Charter, Network Partner, etc.)*

Green Dot Public Schools is the leading public schools operator in Los Angeles and an important catalyst for education reform in the State of California. Our mission is to transform public education in Los Angeles so that all young adults receive the education they deserve to be prepared for college, leadership and life.

Green Dot operates 18 successful charter schools, nearly 8,500 students, in some of the highest-need areas of Los Angeles. Our schools are located in the following communities: South Los Angeles, Watts, Boyle Heights, Inglewood, Lennox and Venice. Through our work at the high school level we have recognized the need to enter students into our program earlier in their educational careers in order to ensure they are academically prepared for our high school program and ultimately college, therefore we made the decision to open our first Green Dot Middle School which is serving 6th grade students. Below is a list of our schools, year opened, community served and student population.

Name of School	Year Opened	Community	Charter Type	Grades Served	Number of students
Ánimo Leadership CHS	2000-2001	Lennox	Start-up Independent	9th-12 th	610
Ánimo Inglewood CHS	2002-2003	Inglewood	Start-up Independent	9th-12 th	577
Oscar De La Hoya Ánimo CHS	2003-2004	Boyle Heights	Start-up Independent	9th-12 th	578
Ánimo South LA CHS	2004-2005	South LA	Start-up Independent	9th-12 th	573
Ánimo Venice CHS	2004-2005	Venice	Start-up Independent	9th-12 th	543
Ánimo Pat Brown CHS	2006-2007	Florence Firestone	Start-up Independent	9th-12 th	581
Ánimo Ralph Bunche CHS	2006-2007	South LA	Start-up Independent	9th-12 th	839
Ánimo Jackie Robinson CHS	2006-2007	South LA	Start-up Independent	9th-12 th	582
Ánimo Locke Tech CHS	2007-2008	Watts	Start-up Independent	9th-12 th	546
Ánimo Watts CHS	2007-2008	Watts	Start-up Independent	9th-12 th	538

Ánimo Locke ACE Academy CHS	2009-2010	Watts	Conversion Independent	9th-10th- will grow to serve 9th-12 th	264
Ánimo Locke #3 CHS	2008-2009	Watts	Conversion Independent	9th-11th- will grow to serve 9th-12 th	522
Ánimo Locke #3 CHS	2008-2009	Watts	Conversion Independent	9th-11th- will grow to serve 9th-12 th	455
Ánimo Locke #3 CHS	2008-2009	Watts	Conversion Independent	9th-11th- will grow to serve 9th-12 th	429
Ánimo Locke #4 CHS	2008-2009	Watts	Conversion Independent	9th-12 th	256
Ánimo Launch to College Academy #3			Conversion Independent	12 th	196
Ánimo Launch to College Academy #3			Conversion Independent	12 th	197
Ánimo Jefferson CMS	2010-2011	South LA	Conversion Independent	6th-will grow to serve 6th-8 th	193
Total					8479

Unique School Themes

At Ánimo Locke #4 we have implemented Ánimo Opportunities Path (AOP) and Ánimo Advanced Path (AAP). AOP targets a variety of at-risk students who are 9th and 10th graders by credit. Students enrolled in the program have previously displayed attendance and/or behavior problems while in the traditional school setting. The objective of the program is to provide a comprehensive academic experience that facilitates positive self-esteem, confidence, and personal growth with the goal of preparing students to return to the traditional classroom within a year. AAP is a computer based learning program targeting students at risk of not receiving their high school diploma. One of only 12 academies in the nation, Ánimo AdvancePath is a partnership between Green Dot and the parent company, AdvancePath Academics.

Ánimo Architecture, Construction and Engineering (ACE) Academy is part of the Locke Family of Schools. The school provides a project-based college preparatory curriculum with career technical training to prepare students for college and the post-high school work experience. Students are also exposed to the work areas of Architecture, Construction and Engineering. In addition to the core curriculum (Math, English, Science, Social Science), students are able to study these areas inside the classroom and outside the classroom through field trips, job shadows, internships, and mentorships.

2. Portfolio Growth

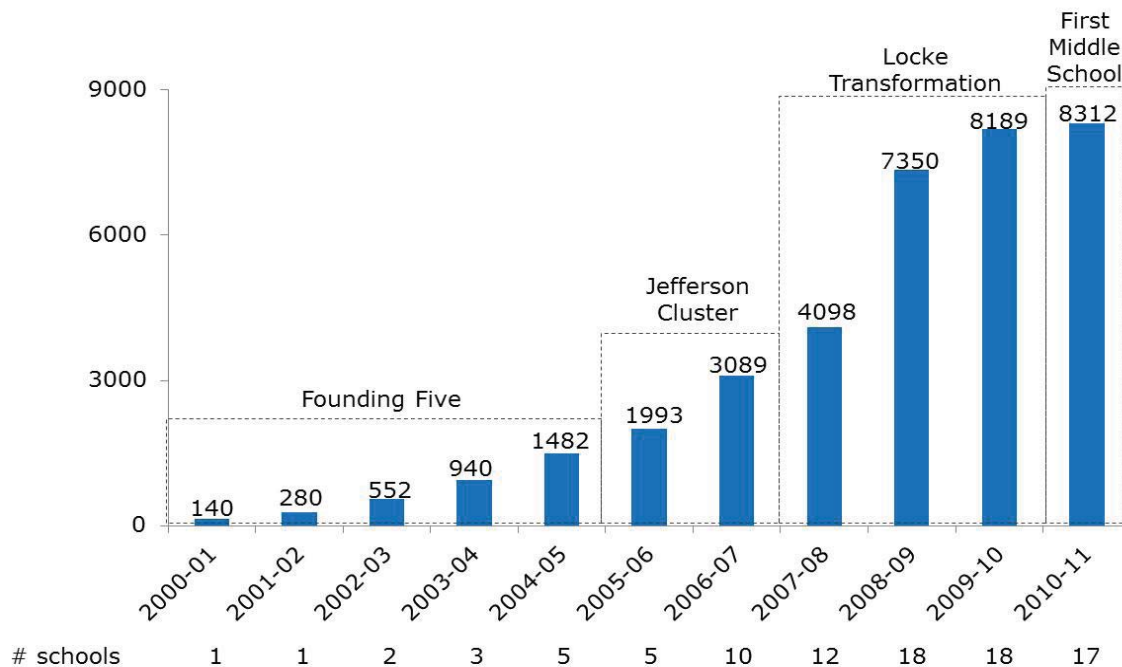
a. Describe the organization's proposed scope of growth over the next five years both in LAUSD and nationally (years, number and type of schools, target cities, etc.)

Green Dot's mission is to transform public education in Los Angeles and prepare students for college, leadership, and life. In order to achieve this mission, we must continue to be a model of reform and demonstrate outstanding student outcomes through superior instructional effectiveness. We also must continue to serve students and families within Los Angeles. Therefore, we are planning to grow in regions where we have existing schools. Over the next five years, Green Dot Public Schools will add one-to-four schools to its portfolio annually through transforming existing failing schools (conversion charters) or opening independent charter schools. We would open four schools, if for instance, we were to transform a school that is large enough to merit being split apart into four schools. Green Dot would open one school in a year

following a large transformation to enable the organization to focus on the success of the transformation.

- b. Provide evidence of your organization’s capacity to manage multiple schools/campuses. For organizations that have not managed schools before, please provide evidence of your capacity to manage a school.***

Green Dot Public Schools has experienced tremendous growth in our ten year history. The graph below demonstrates our annual growth. Green Dot has grown at a rate of about 9% annually. In recent years we have intentionally slowed the pace of growth in order to ensure our existing schools were receiving necessary supports to improve student achievement and to develop excellent teachers. We have been able to manage our campuses with increased satisfaction and efficiency as our portfolio has grown. Below is a chart demonstrating our growth since inception.



3. Performance Data

- a. Provide evidence of the organization’s successful management of academic and non-academic operations of schools/campuses in your portfolio (e.g., professional development, back-office support, facilities maintenance). Please include evidence from performance data assessments that measure student growth and achievement in math and English Language Arts. Include comparative local district data where available. For organizations that have not operated or managed a school before, but have run programs at schools, please speak to the impact of your programs on student achievement.***

Green Dot has opened 18 charter high schools in the Los Angeles area, beginning with Ánimo Leadership in the fall of 2000. All these schools are successfully serving students who have traditionally struggled in the public school system and are achieving far greater results than comparable schools on all key performance metrics. Figures 1 and 2 compare Green Dot's 2008 Academic Performance Index (API)¹⁷ results against the comparable traditional high schools Green Dot students would have attended. On average, Green Dot schools scored 92 points higher than their neighboring schools.

For the 2009-2010 school year, Green Dot's API and CAHSEE pass rates rose across our portfolio. The following is a breakdown of API gains by cluster:

Cluster	Average Point Gain	Range
Founding Five Schools ¹⁸	34	3 to 57
Jefferson Schools ¹⁹	38	13 to 78
Locke Family of Schools ²⁰	36	-5 to 95

Please see **Appendix T** for a comparison of API results for Green Dot School and neighborhood schools.

CAHSEE pass rates improved across most schools and at the Locke Cluster.

- 11 of 16 schools increased their ELA pass rate
- 13 of 16 schools increased their math pass rate
- Prior to the transformation, the ELA and Math pass rate was 47% and 45% respectively. As a cluster, two years into the transformation, pass rates after the transformation were 53% and 52% respectively.

Please see **Appendix U** for CAHSEE comparison and **Appendix V** for CST comparisons.

Operationally, Green has also excelled. We have built new permanent facilities for four campuses, renovated existing facilities to fit school needs, implemented after school programs for all of our schools and were recently awarded a \$1.5 million grant to begin operating the Locke Wellness Center in November 2011. The Locke Wellness Center will help us provide more extensive wrap-around services for our students and their families.

b. Identify the key areas for improvement within your portfolio of schools and discuss how these are being addressed network-wide. If your organization does not operate multiple schools or campuses, please indicate the areas of improvement for the school you operate.

Even though Green Dot has seen great gains in student academic performance, we still have room to grow in order to get 100% of our students to be ready for college. In order

¹⁷ CDE API measures the academic performance and growth of schools. It is a numeric index (or scale) with a low of 200 and a high of 1000. The statewide API performance target is 800.

¹⁸ Schools included: Ánimo Inglewood, Ánimo Leadership, Oscar de la Hoya Ánimo, Ánimo Venice, Ánimo South LA

¹⁹ Schools included: Ánimo Pat Brown, Ánimo Jackie Robinson, Ánimo Ralph Bunche

²⁰ Schools included: Ánimo Locke Tech, Ánimo Watts, Locke Launch to College, Ánimo Locke #3, Ánimo Locke #3, Ánimo Locke #3, Ánimo Locke #4

to ensure students are receiving the quality education they deserve, Green Dot Public Schools has taken concrete steps to improve instruction and student achievement including the following measures:

Codification of our Academic Model and Critical Programs

- All schools will be held to a required academic model that is replicable and rigorous.

Refining Programs to Improve Student Achievement in Critical Academic Areas

Across our portfolio we have refined the following six programs:

- Credit recovery- created a framework for a 5th year to complete graduation requirements and designed a credit recovery plan with multiple pathways and options for credit deficit students
- English Language Learners- implemented Edge to provide intensive supports for students, created ELL training podcasts and established pathways for graduation for students who enter our schools as beginning ELLs which includes a 5th year of study as identified in Individual Learning Plans
- Literacy Interventions- Read 180 best practices have been codified and intense training for beginning Read 180 teachers as well as struggling Read 180 teachers is occurring this year. Additionally, we began piloting the Gateways literacy program for beginning readers at Locke and will use the data to refine recommendation and implementation of Gateways at other schools.
- Math Interventions – Our math coordinator refined the scope and sequence of math and math intervention courses and is working with lead teachers to develop daily lessons and interim assessments for Algebra 1 and Algebra 1 support class.
- Special Education Services- We developed a Special Education Program Framework that specifies the continuum of services for students with special need, and defined special education program essential levels of support based on RSP and SDP needs. The Special Education Program administrators are training teachers and administrators on the essentials.
- Writing – We developed an internal benchmarking and framework for the elements of writing program that aligns with the CSU and UC rubric and revised our scope and sequence for ELA grades 9-12.

Teacher Support

We also hired additional staff to develop and support teachers and curriculum development. These positions include:

- Math Program Coordinator- responsible for math coaching and developing instructional models
- Director of New Teacher Support - trains and develops new and struggling teachers
- Director of Counseling and Student Support Services- examines credit recovery, SST process, and designs interventions for below grade level students
- Director of After School Programs- oversees after school academic enrichment programs that include CAHSEE and SAT preparation and credit recovery
- Director of Literacy- This is not a new position, but this year she developed a new reading model for ELL students with SRI levels below 300.

Student Support

The school's academic program is inherently formulated to address the needs of these students. Specific intervention programs include:

- Summer Bridge – Mandatory multi-week summer program that acclimates students to the Ánimo Central Middle School #3 culture of middle school, high expectations, the development of a trusting community, and enrolling in a Math and English Language Arts courses in the mornings. During the Summer Bridge program, students will also be identified for special needs, English Learner levels, non-proficiency in standards and needs for social-emotional support.
- Math Support – Student who are non-proficient in Math and/or recommended by their Math teachers will receive an additional period of Math support, where their teacher and tutors will work on skill building through their current curriculum, as well as remediation strategies to strengthen skills in group tutorial and one-on-one formats.
- Habits of Work and Mind in Advisory – All students will be taught specific strategies on how to better succeed in their classes through organizing, note-taking, reading strategies, time management, group work, asking for help, etc. Students will also assess the strengths and weaknesses in various aspects of their academic and social/personal development, analyzing and synthesizing specific strategies to meet those goals.
- Habits of Heart in Advisory – Advisors will consistently support students in developing characteristics of leadership, compassion, selflessness, stewardship, perseverance, and hope for themselves and others. Through group bonding activities, students will trust their fellow advisees as support network for their personal and social/emotional development.
- Read 180 – A reading intervention course for students reading far below grade level. Students will take Read 180 in addition to their English course.

ORGANIZATIONAL CAPACITY

1. *Organizational Responsibilities and Goals (4 pages)*

a. Describe the core functions of the organization in relation to the schools/campuses it operates or will operate both now and in five years.

Green Dot Public Schools has developed and is continually growing with expertise in curriculum, professional development, finance, facilities, operations, policy, fundraising and other key areas relevant to operating successful public schools and middle schools and driving reform. Green Dot will provide a number of services to Ánimo Central Middle School #3 that will help ensure the school's success.

Recruiting

Green Dot prioritizes recruiting and the corporate organization focuses on it year round. Green Dot engages in the following activities to ensure it has access to the largest pool of great principal and teacher candidates:

- *Information Sessions and Formal Recruiting:* Information sessions, events and formal recruiting at top graduate schools.
- *Work Study Programs:* Work-study students used as teaching assistants to generate interest in Green Dot and have an extended “interview” period.
- *Advertising:* At graduate schools, in periodicals such as Education Week, with unions and other trade organizations, on job boards, etc.
- *Partnerships:* Green Dot plans to develop partnerships with organizations that place talented educators (Teach for America, New Leaders for New Schools, etc).

Ánimo Central Middle School #3 will have access to Green Dot's talent pool at all times in order to ensure that it can continually hire the best candidates.

Daily Services: During the months of November, January, and February Green Dot's Director of Human Resources conducts outreach to recruit new teachers. The Director will set up informational sessions, purchase ads, reach out to recruits to have a qualified pool of teacher applicants. All this outreach is centralized at Green Dot, and once compiled, the principal and teachers engage in the interviewing process.

Facilities

Green Dot is responsible for securing facilities for each of its schools and for all major renovation projects. Green Dot has developed a facilities model that will allow it to most effectively overcome the difficult challenges related to securing facilities for new schools in Los Angeles.

Given current legislation and financing options, Green Dot schools typically use temporary facilities for their first year in operation and may use them for up to three years. The goal is for each Green Dot school to only move once in its lifetime, but some schools are likely to have to move two or three times.

Daily Service: Green Dot's Vice President of School Development will work with the principal, teachers, and parents to understand the facility needs before the school opens. He will meet with brokers and real estate agents and on a monthly basis with the facility committee to further define the needs for the long-term facility.

Facilities Financing

Financing for purchasing facilities will be managed through the Green Dot Home Office. Green Dot is developing a financing strategy centered on exploring all of the financing options available to charter schools and taking advantage of any favorable legislation.

Green Dot has gained deep expertise in all of the financing sources available to public schools as well as all of the relevant legislation in order to find the optimal mix of different financing mechanisms to use to pay for its schools permanent facilities. In the past, we have secured funding from the following sources: Prop. 39, Prop. 55, Measure K, State “green” building grants, private foundations, and New Market Tax Credits, to build, furnish and/or renovate our facilities.

Curriculum Development

As discussed above, Green Dot’s Education team has developed a menu of curriculum options to be used by each new Green Dot school. The recommended curriculum will includes a variety of options for courses (particularly electives), textbooks, and teaching strategies that Green Dot believes will deliver the best student results. The education team will work with principals and lead teachers before the start of each new school to determine the most appropriate curriculum for each school. The education team will also meet with principals regularly to further refine their curriculum and ensure that the curriculum is being delivered effectively.

Ánimo Central Middle School #3 can learn from the experiences of each of Green Dot’s schools in order to improve its results. Additionally, it can learn from Green Dot’s knowledge about leading research and best practices utilized outside of Green Dot’s network.

Daily Service: When school is in session, Green Dot’s Chief Academic Officer will meet on a monthly basis with the principal and lead teachers to analyze student progress and performance, determine effectiveness of the curriculum, improve instruction, and set future target goals.

Professional Development

Professional development for Ánimo Central Middle School #3’s principal will be managed out of the Green Dot Home Office. Professional development for teachers will be managed collaboratively by the Green Dot Home Office and Ánimo Central Middle School #3(led by the principal).

Daily Service: The Ánimo Central Middle School #3Professional Development Plan will be developed during the summer. During the school year, approximately 50% of the professional development will be led by the principal and lead teachers and managed at the school site; the other 50% will be delivered by Green Dot whether through conferences, speakers, or meetings. There will be at least quarterly professional development programs.

Fundraising

All major fundraising campaigns will be managed through the Green Dot Home Office. Individual schools will be encouraged to engage in smaller, more local fundraising efforts.

Daily Service: Green Dot’s Vice President of Fundraising will conduct major fundraising at the start and end of the school year. Ánimo Central Middle School #3will have about 3-4 smaller fundraisers ranging from candy sales to walkathons. The principal can also place requests for

individual grants and the Development Manager will write the grant and work in conjunction with the principal to obtain all necessary information.

Budgeting

The Green Dot Home Office will develop the annual budget for Ánimo Central Middle School #3 with substantial input from the school's principal. The principal will have the best visibility into where resources are needed most at their schools and provide critical guidance to Green Dot in the budget creation process. During the school year, the principal will be given lots of flexibility to make certain trade-offs between line items in his/her budget, but is not allowed to increase the overall size of his/her budgets without authorization from the Green Dot Home Office. Additionally, any significant purchases that were not originally budgeted for cannot be made without Green Dot authorization.

Daily Service: The budget is an ongoing process. During the summer the budget will be developed for the following fiscal year by the Chief Financial Officer in conjunction with the principal. The final budget will be presented and approved by the Board no later than mid-August. Final number decisions will lie with the Green Dot management team; however, once the total amount of the budget is set, the principal may reallocate money during the year. All necessary budget information will be forwarded to LAUSD.

On a monthly basis, principals will be met with to review budget versus actual. At the end of each quarter, the budget will be adjusted with major increases needing to be approved by the Green Dot Board.

Purchasing

Purchasing will be centralized at Green Dot Home Office to ensure that Ánimo Central Middle School #3 receives competitive prices and great service. This provides Ánimo Central Middle School #3 with significant advantages as it does not run into the complexities and delays associated with establishing credit.

Back Office Management

All back office functions such as payroll, taxes and compliance will be centralized at the Green Dot Home Office. Green Dot currently contracts manages the majority of its back office functions but outsources some aspects to a third party organization.

Daily Service:

Payroll: All payroll and related tasks will be carried out at Green Dot.

Accounting: Green Dot contracts with Charter School Management Corporation Inc (CSMCI) to assist in general ledger activities.

Purchase Orders: All Purchase Orders and invoices for the school will be executed by Green Dot. The principal can request Pos. Green Dot's Account Payable will then work with the office manager to make sure the PO matches the invoice and product is shipped appropriately.

Governance of Schools

As described above, Green Dot Home Office and the Green Dot Board of Directors will act as the governing body for Ánimo Central Middle School #3.

b. Describe the organization's short- and long-term academic, financial and operational goals.

Green Dot's strategy is to demonstrate a model for district reform by achieving financial sustainability and replicability. We will do this by:

- Demonstrating outstanding student outcomes through superior instructional effectiveness
- Continuously improving the Green Dot School model
 - Codifying and enhancing the core Green Dot "College, Leadership and Life" academic model
 - Continued development of differentiated school offerings such as the ACE Academy and transformation models
- Refining the Green Dot Home Office Support for schools
 - Creating a stronger academic and operational direction
 - Clearer goal setting and more transparent accountability systems
 - Better definite autonomy systems and decision-making rights
 - Superior support services
- Improving Financial Outcomes
 - Better planning for staff for enrollment model changes
 - Improving communications of budget trade-offs to school staff
 - Ensure viability by year 5

c. Discuss the organization's role in assessing overall performance at individual school(s)/campus (es), as well as the interventions the organization will use to promote continued improvement at each school/campus.

As aforementioned Green Dot has implemented to program reviews and interventions at each school to ensure that each school is meeting academic outcomes. The following has been instituted:

Program Review

The program review is a four-hour planning session with the school leaderships with the purpose of creating a roadmap for significantly increasing student achievement over the course of the next two-to-three years. Targets are based on achieving an 800 API score and dramatically increasing the amount of students testing at advanced/proficient levels in Math and ELA. The recommendations are based on ensuring that each school develops and meets the four core elements of success: quality teaching and instruction, master scheduling focusing on student's needs, data-driven decision making, and college-going culture.

Student Support

The school's academic program is inherently formulated to address the needs of these students. Specific intervention programs include:

- Summer Bridge – Mandatory multi-week summer program that acclimates students to the Ánimo Central Middle School #3 culture of middle school, high expectations, the development of a trusting community, and enrolling in a Math and English Language Arts courses in the mornings. During the Summer Bridge program, students will also be identified for special needs, English Learner levels, non-proficiency in standards and needs for social-emotional support.
- Math Support – Student who are non-proficient in Math and/or recommended by their Math teachers will receive an additional period of Math support, where their teacher and tutors will work on skill building through their current curriculum, as well as remediation strategies to strengthen skills in group tutorial and one-on-one formats.

- Habits of Work and Mind in Advisory – All students will be taught specific strategies on how to better succeed in their classes through organizing, note-taking, reading strategies, time management, group work, asking for help, etc. Students will also assess the strengths and weaknesses in various aspects of their academic and social/personal development, analyzing and synthesizing specific strategies to meet those goals.
- Habits of Heart in Advisory – Advisors will consistently support students in developing characteristics of leadership, compassion, selflessness, stewardship, perseverance, and hope for themselves and others. Through group bonding activities, students will trust their fellow advisees as support network for their personal and social/emotional development.
- Read 180 – A reading intervention course for students reading far below grade level. Students will take Read 180 in addition to their English course.

ORGANIZATIONAL LEADERSHIP

2. *Organizational Leadership*

- a. *Describe the organization's leadership team and how reporting relationships in the organization will evolve with the addition of a new school(s)/campus (es). Describe any additional roles/positions that will be added to the organization to strengthen capacity to support school growth and reflect the school community you seek to serve. If you are an organization looking to operate schools for the first time, please discuss how your organization will staff up to support the new work*

The Green Dot leadership team is comprised of twelve members with expertise in the areas of education, business operations, fundraising and policy. Green Dot's management team will be responsible for the majority of the policy setting decisions including the following: general policies of the School; recommend and monitor the School's annual budget; ensure operation of the school in accordance with the charter and the law; and hiring the school's principal.

The Green Dot Management Team meets on a weekly basis to focus on key issues impacting our organization. Green Dot Management meets with the principals formally on a monthly basis to discuss academic success, school operations, financial management, attendance, reporting, etc. This process helps ensure that the schools are hitting their targets and are continually improving. School performance and data will be relied on heavily for decision-making.

Composition of the Leadership Team

Green Dot has four Chief-Level leaders: Chief Executive Officer, Chief Academic Officer, Chief Operations Officer and a Chief Financial Officer. The Chief-level Officers are ultimately responsible for the direction, growth and overall success of Green Dot Public Schools. Each Chief also has a series of direct reports-vice presidents- to help implement strategic goals and direct oversight and support to our schools. Green Dot currently has five Vice Presidents: Vice President of Education, Vice President of New School Development, Vice President of Marketing and Development, Vice President of Human Resources and Vice President of Information Technology. There are also three cluster directors that provide direct oversight and professional development to Principals. Please see the Leadership team's resumes in **Appendix K**.

To date, Green Dot has built a robust home office support team to help ensure that schools are operating efficiently and effectively. We will not be adding any additional administrative support with the addition of a new school and instead will focus on ensuring that resources are allocated to the new campus.

- i. *Attach job descriptions and resumes (where positions have been filled) for key organizational leadership roles (e.g. CEO, Chief Academic Officer, Chief Financial Officer, etc.) and label appropriately.*

See job descriptions and resumes in **Appendix K**.

- ii. *Attach an organizational chart that shows lines of authority among school leadership staff (e.g. Principal/instructional leader, operational leaders and other key leaders) and the oversight or advisory structure (including Board and/or other school advisory bodies) for the proposed school(s)/campus(es).*

See Organization Chart in **Appendix P**.

- b. Board Role: Describe the roles and responsibilities of the Governing Board, including how often it will meet. In addition to legal and compliance considerations, please describe what contributions the Board will make to the long-term success and sustainability of the school, such as how it will monitor academic and operational aspects of the school.***

Ultimate responsibility for governance rests with Green Dot's Board of Directors. The Board of Directors will be responsible for major strategic and policy decisions related to the schools and will also need to ensure Green Dot's financial sustainability. The Board approves budgets for all Green Dot Schools and approves major school and Green Dot policies.

The entire Green Dot Board of Directors meets on a quarterly basis. All board meetings are open to the public. Meeting notices and agendas will be made available and posted to the public prior to board meetings in compliance with the Brown Act.

The service of each Director is essential to the success of the students of Green Dot Public Schools as they strive to make their lives better. It is crucial that each Director hold the mission of the organization and their board duties close to their heart in order to enable our students to achieve academic and life skills, sometimes against all odds.

The generous commitment of time, talent, and resources, in order to achieve effective management and strong governance is deeply appreciated. The Board of Directors are initially elected to a one-year term, and thereafter to two-year terms. Each Board of Director is expected to annually meet the following criteria:

1. Make or secure an annual financial contribution to Green Dot Public Schools of at least \$20,000 in direct financial donations; or provide \$20,000 worth of services or materials to achieve the board's annual fundraising goal. A combination of each is also satisfactory.
2. Prepare for and participate in 75 percent of the quarterly Board of Directors meetings in person. Phone participation is discouraged for the good of the order. However, on those occasions when it is absolutely necessary, Brown Act provisions must be followed. These provisions are attached herein.
3. Contribute time or services in areas of expertise in support of the Green Dot Board of Directors or schools. Support can be demonstrated by the following:
 - a. Effective service on Board of Directors standing and/or ad hoc committees.
 - b. Direct involvement in supporting and furthering the work of Green Dot schools by visiting, connecting schools with partners, participating in activities or events sponsored by schools and inviting the participation of others, and securing donations of needed materials and supplies.
 - c. Acting as an ambassador for Green Dot Public Schools by promoting awareness of the organization and its success to community leaders, funders, and influencers. Ambassadorship can also be displayed by welcoming and orienting new Directors.
 - d. Recruitment and nomination of new Directors who will assure continuity of the highest quality in board performance.
 - e. Consultation in area of expertise such as legal, real estate, finance, public and media relations, education, community engagement, legislation and government relations.
4. Support the Chief Executive Officer ("CEO") to lead the organization. In addition, with the Executive Committee's leadership, annually review his/her performance

against annual objectives and agency priorities and approve his/her annual compensation package.

5. Comply with all applicable conflict of interest requirements.
6. File an annual Fair Political Practices Commission Form 700 as required by California law. A copy of Form 700 is attached.

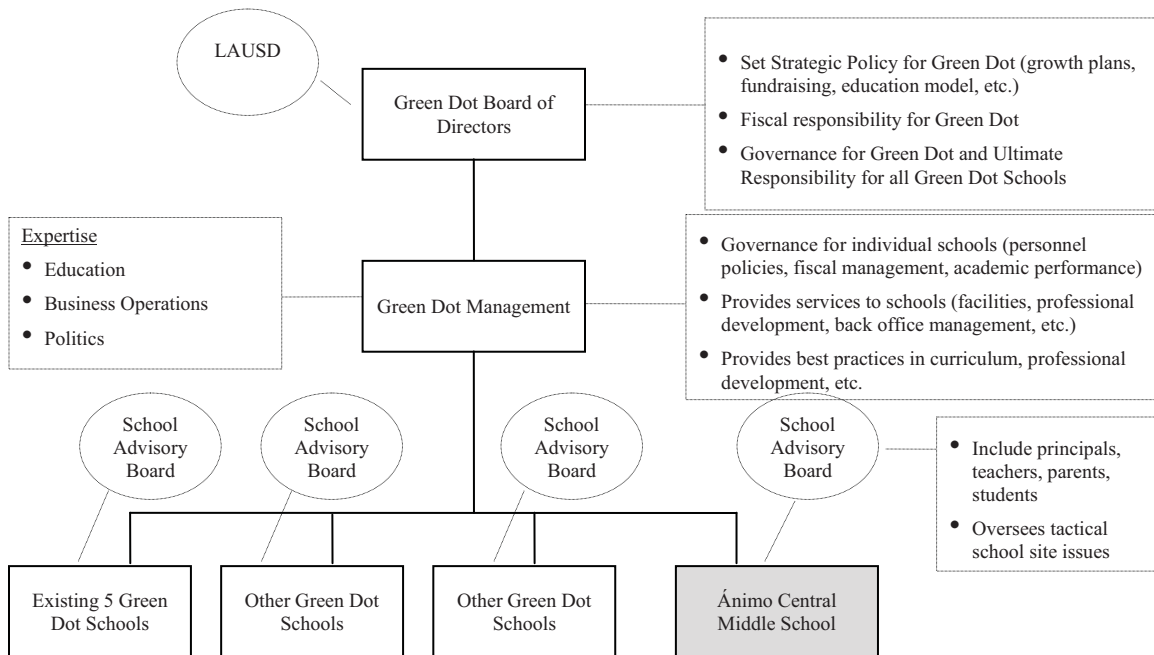
The Green Dot Executive Committee can, at its discretion, make exceptions to these criteria, except when required by law.

c. Board Structure: Describe the structure of the Governing Board at the proposed school, and identify any proposed Board committees and their roles.

Our governance structure is a reflection of our belief that students, staff members and parents are all collaborators in the education process. There will be numerous opportunities for students and parents to participate in the implementation and growth of the school and learn about leadership. Students will be encouraged to help design and assist in the administration of many school programs, including the disciplinary process, student recruiting, and all-school meetings.

Parents will be treated by staff members as collaborators in the educational process. The Advisory Board, comprising parents, teachers, classified staff, students, community representatives, and administrators, will also recommend policy to Green Dot management. The composition of the School Advisory Board may include: the Principal, 4 teachers, 1 classified staff member, 3 parents and 3 students. The School Advisory Board will meet monthly. Parental views and expertise will be sought in developing policies and solving school-wide problems through representatives serving on the Advisory Board and various committees. Communication with parents, whether about school policies and programs or about their own children, will be frequent, clear, and two-way.

Below is a diagram of the Green Dot governing structure:



- i. Attach the By-laws of your school's Board or an outline of the same, and a copy of the Articles of Incorporation for the not-for-profit entity that will hold the charter for the school in the appendix.*

By-laws and Articles of Incorporation are attached in **Appendix Q**.

- ii. Attach proof of filing for 501(c)3 status by the applying entity*

Not applicable

d. Board Development

Potential members of the Green Dot Board of Directors are typically nominated by an existing board member. The Green Dot board frequently discusses additions to its membership based on the need to add additional functional expertise and/or balance representation of the communities served by Green Dot schools. Once nominated, the board undergoes a thorough review process including a nominee's professional background, community involvement, and commitment to Green Dot's mission. In order to be confirmed, nominees will have to receive a unanimous vote by the existing board of directors.

Board Members will have key skills in one or more of the following areas: teaching and learning, teacher effectiveness and assessment, governance, financial audits and budgeting, fundraising, marketing, technology and strategic management.

Resumes for our current Board Members are included in **Appendix R**.

INSTRUCTIONAL PROGRAM

1. Curriculum

Describe the organization's role in developing curricula for the school(s)/campus(es) in your portfolio. Describe how the curriculum is or is not aligned across schools/campuses. If your organization is not currently operating or managing schools, please define what this process will look like.

Green Dot has developed a curriculum that is implemented at all Green Dot schools to help ensure that each school offers a balanced, comprehensive curriculum. Included in the curriculum are course offerings, textbooks, curriculum maps, pacing guides, sample lesson plans, teaching strategies and assessments that have been successful at Green Dot schools.

Green Dot has codified our academic model and critical programs including: math and literacy intervention, writing, special education, credit recovery and English Language Learner programs. Codification has allowed us to provide the necessary supports and interventions to schools to ensure students are successful.

As discussed above, Green Dot has developed a menu of curriculum options to be used by each new Green Dot school. The recommended curriculum includes a variety of options for courses (particularly electives), textbooks, and teaching strategies that Green Dot believes will deliver the best student results. Green Dot's education team works with principals and lead teachers before the start of each new school to determine the most appropriate curriculum for each school. The education team will also meet with principals regularly to further refine their curriculum and ensure that the curriculum is being delivered effectively.

It is required that all Green Dot students take courses that are college-preparatory and are aligned with State Content Standards. All students are required to successfully complete required curriculum credits upon graduation from 8th grade. Our requirements emphasize the traditional subjects of Math, Science, English Language Arts, and Social Studies, as well as a variety of electives, and these subjects will be presented in ways that make them more responsive to the backgrounds and lives of our students. Some adjustments may be made in certain courses as the principals and teachers make adjustments to adapt to the specific needs of their students. The process of adapting curriculum to the specific needs of a student population happens throughout the year as the ACMS #3 staff has individualized student data. The recommended curriculum is based upon California State standards for each content area, and State-adopted texts are used in all core areas.

2. School Culture and Climate

Describe how the organization will transition the culture of the existing school(s)/campus(es) to the proposed new school(s)/campus(es). How will the organization leverage current expertise within existing school(s)/campus(es) to accomplish this transition?

Green Dot has over ten years of creating nurturing and supportive environments, where students are known and treated as individuals and where their background is honored.

Since Ánimo Central Middle School #3 will be a transformation of an existing failing school, we will employ a similar strategy based on best practices and lessons learned from the Locke Transformation project. Specifically, we will follow a **student-focused** strategy with 5 essential components:

- Establish an **early presence** on the campus to manage the transition
 - Find and enlist student and teacher ambassadors to generate support for the new operator
- Assemble a **high performing and aligned team** by requiring all staff to reapply for their positions—teachers and classified employees
 - The single greatest success factor is getting a strong team in place- a turnaround operator must have the ability to choose its own staff
- Divide the campus into two **small schools** to increase personal attention and allow for accountability
 - Yet, also establish a structure that allows for collaboration and shared resources
- Establish a dramatically improved **school climate and culture** from day one
 - Create clear and consistent expectations for students and provide a safe, clean and respectful environment focused on learning
- Increase **interventions** for highest-need student populations.
 - Special education , English learners, credit deficient students, juvenile detention returnees, and foster care students

Additionally, below are the key ingredients to Green Dot’s success:

- **A firm commitment to serve all students, including the highest need**
 - We do what it takes to prepare the highest need students for college, leadership and life, which makes us better at serving all students
 - **Key practices:**
 - Provide services and supports for special education students and low-level English Language Learners
 - Invest in Mental Health team to support retention and success of troubled students
 - Provide special intervention courses that adapt by school by year, based on specific needs of the population
 - Provide tiered support for all students through Response to Intervention model
 - Use Target 10 approach– each grade level at each school tracks and responds to 10 students with needs that are representative of larger set of students
- **A culture of transparency, reflection and performance**
 - We value results and have built systems and processes to enable accountability and earned autonomy
 - **Key practices:**
 - Publicly share data (teacher and principal data, shown with comparables; student assessment results shared with all teachers)
 - Structure peer observations among teachers and maintain open door policy
 - Use Data Director software to give teachers and principals real-time access to data
 - Run Data Days, during which Principals share success and weakness data with each other
 - Focus on Key Results: Principals each take a turn with their school under microscope of peers and supervisors
- **Pioneers of leading edge practices to develop highly effective teachers**

- We are part of a \$60M, 7-year grant from the Gates Foundation to raise teacher effectiveness

Key practices:

- Offer Teacher Leadership Development Program
- Provide extensive PD for principals on continually improving instructional observation and coaching skills
- Close monitoring of quality of school-level PD by Central Ed Team
- Moving towards comprehensive overhaul of teacher performance management systems (evaluations, compensation, PD, career ladder, etc) as part of The College Ready Promise

- **Unparalleled focus on strong principal leaders**

- Large investment in pipeline development and high-touch coaching, mentoring, and individualized PD

- **Key practices:**

- Offer best-in-class yearlong leadership development program to prepare Principals and AP
- Provide biweekly 2-hour coaching sessions, focused on school strategic plan and instruction
- Offer collaborative PD with peer principals
- Provide mentor principals
- Furnish extensive feedback mechanisms (e.g. Program Reviews and Site Visits)

3. *Data-Driven Instruction*

Describe the organization's role in reviewing performance data, and describe how this data is used to drive improvement at the school-, campus-, and network-levels. If your organization is not currently operating or managing schools, please define what this process will look like.

Aligned with its firm belief in accountability, Green Dot schools have rigorous assessment and goal-setting programs to measure students' proficiency levels and ensure that each student is making progress toward becoming a responsible, well-educated adult. Students are assessed regularly from the time they enter the school through graduation and teachers monitor their progress closely. The chart below outlines the data collected and analysis conducted by the Home Office and provided to each school.

<u>Category of data:</u>	<u>Years of data available:</u>	<u>Data Elements Tracked:</u>	<u>Analysis conducted:</u>
<u>CST</u>	2004-2008	<ul style="list-style-type: none"> • <u>Subject</u> • <u>Sub-cluster</u> 	<u>Comparison with prior year, Cohorts analysis, comparison with local schools, by demographic</u>

<u>CAHSEE</u>	<u>2006-2009</u>	<ul style="list-style-type: none"> • <u>ELA and Math</u> • <u>Strand</u> • <u>Administration</u> 	<u>Pass rates by grade level, subject strand analysis by demographic breakdowns</u>
<u>CELDT</u>	<u>2006-2009</u>	<ul style="list-style-type: none"> • <u>Overall</u> • <u>Subtest</u> 	<u>Overall and subtest performance, correlation with prior year CST score on a sub-cluster level</u>
<u>Graduation/College</u>	<u>2006-2009</u>	<ul style="list-style-type: none"> • <u>Graduation Rate</u> • <u>College Acceptance</u> • <u>College Attendance</u> 	<u>2 year and 4 year university acceptance and attendance rates, cohort graduation rate from 9th grade class</u>
<u>Benchmarks</u>	<u>2006-2009</u>	<ul style="list-style-type: none"> • <u>Subject</u> • <u>Administration</u> 	<u>Various classroom level analyses available via online DataDirector interface</u>

Scores from all student assessments are uploaded into Green Dot's information management system (PowerSchool) so that students' progress within particular subjects and across all subjects can be monitored at any given time. Teachers critically analyze student data, identify strengths and opportunity areas and develop individualized learning plans and defined goals for their students. Goals, and student progress towards those goals, are clearly communicated to students and parents on a regular basis. Regular assessments and analysis help administrators manage their schools more effectively, as they can clearly identify problem areas for certain students or subjects and allocate resources to fix those areas.

Additionally, academic achievement data is analyzed in many ways across the network:

- Distributions and Averages
 - Proficiency level distributions and average scores are calculated for all tests and assessments
 - Aggregate and sub-test level if available
- Demographic Breakdowns
 - All data is tracked at the student level, allowing for demographic breakouts
 - English Language Fluency, Socioeconomically disadvantaged, Ethnicity, Gender, Special Ed
- Longitudinal Comparisons and Cohorts Analysis
 - We have 3-5 years of historical data for many tests and assessments
 - GD internal student number allows tracking of cohort classes
 - Correlations
- Some test results are analyzed against performance in other areas
 - Correlation between CELDT score of EL populations vs. CST ELA and Math shows effect of language comprehension on proficiency

Analyzing the data in multiple facets, allows Green Dot to not only identify areas of improvement but also develop best practices to be shared across our network of schools.

4. Professional Development

a. Discuss the role of the organization in providing professional development for schools/campuses across the portfolio.

Green Dot's Education Team designs and implements professional development for teachers and administrators for all Green Dot Schools. Professional development for teachers and school site leaders is a critical component of Green Dot's school model and program. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction. Scheduled into the daily routine at Ánimo Central Middle School #3, professional development opportunities will provide teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide goals.

For teachers, professional development activities at Ánimo Central Middle School #3 will be based on the recommended practices of Green Dot, which may include:

- Teacher buddy program: Once a semester release period for teachers to observe the teaching practices of their "buddy" teacher.
- Observation release day: Once a semester full-day release for teachers to observe successful teachers at other Green Dot schools or any successful school.
- Annual training/Retreat: An annual 5 – 7 day retreat for school staff to plan for the year and receive professional development.
- Mid-year retreat: Half day to 2 day retreat for school staff to evaluate progress, reflect, and adjust the school's plan for the final semester.
- Weekly staff development: A late start is provided each week so that a 90 minute professional development period is established.
- Department norming days: Department meeting to norm teaching practices.
- District wide staff dev: Green Dot-wide meeting of content teachers to share best practices.
- Professional Development topics will vary dependent on the school's focus, and may include any of the following: effective lesson planning; analyzing data to improve instruction; multiple forms of assessment; developing engaging curriculum; creating culturally relevant pedagogy; project-based learning.

For administrators, a comprehensive professional development program is in place, which includes the following:

- Coaching: Cluster Directors provide individualized coaching sessions for each school site administrator twice a month. These coaching sessions are focused on the supervision of instruction.
- Key Results: Cluster Directors facilitate a Key Results session at one of their schools each month. During these sessions, the principals within the cluster go to another school in the cluster for 3 hours. During this time, the host principal provides a focus question for the session centered on instruction. Principals walk through classrooms with this focus question in mind and provide the host principal with feedback about this focus question. These sessions help principals share ideas with regards to the supervision of instruction and all principals to generate next steps to be taken at their school sites as a result of what they see at the host school.

- 95/5: There is a full-day professional development session for principals and assistant principals once a month. These sessions are focused on the themes the cluster directors are most relevant based on their coaching sessions.
- Practices walkthrough: Half day professional development for principals to tour other Green Dot schools and review “artifacts” of high quality instructional practices.
- Principals retreat: 2 day retreat for all principals and Green Dot home office staff.

b. Describe how the organization will promote best practice sharing across the network.

At the network-wide level we have created a system of accountability and a shared commitment to success. As such we have developed the following programs: All Green Dot Professional Development Days, Collaboration Day and the Green Dot Benchmark Exam Program.

All Green Dot Professional Development Days

There are three All Green Dot Days sponsored by the Green Dot Education Team each year. These three days are focused on collaboration between schools within the organization. Teachers meet in subject-alike groups to collaborate on best practices, receive professional development to help improve instruction, and to build collaborative lessons and units together. The subject-alike sessions are facilitated and planned by administrators, lead teachers, and members of the Green Dot Education Team. Each day has a theme that frames the teacher collaboration for the day. Themes used in the past include: Using Data to Inform Instruction, Differentiating Instruction, and Using Checking for Understanding to Assess Students During a Lesson.

Collaboration Days

The benchmark exam program began three years ago. Teachers participate in the benchmark program voluntarily. One component of the program is participation benchmark collaboration days after each benchmark exam is administered. During these days, teachers analyze benchmark data to determine next steps for their instruction. Administrators participate during these days helping teachers set realistic goals and plans for improvement. Teacher leaders also present strategies, activities, and lessons to help teachers prepare for re-teaching and/or preparing students for the next benchmark exam. Teachers work in small groups to create lessons to be taught in preparation for the next benchmark exam.

Green Dot Benchmark Exam Program

Each school has the option to participate in a benchmark exam program funded by Green Dot Home Office. The goals of this program are as follows:

- Provide the ability for schools to track individual student progress
- Create a common assessment tools across the organization which allow teachers to use common data from which to inform instruction.
- Create the opportunity for collaboration amongst teachers so that best practices can be shared across the organization.
- Provide multiple opportunities for students to get accustomed to standardized testing

FINANCES

1. *Financial Impact of Additional Schools/Campuses*

If you are adding schools to your existing portfolio of schools, describe how the organization's revenue and cost structure will be impacted.

Green Dot has extensive experience expanding its portfolio of schools. From 10 schools in FY07-08, over the last three academic years Green Dot has successfully opened up 6 new schools. As of this academic year we have a total portfolio of 16 schools. 15 of these are grades 9-12 high schools and 1 is a grades 6-8 middle school.

Our schools are expected to be self-supporting with sustainability achieved by the fifth year of existence for a Green Dot high school, fourth year for a Green Dot middle school. Therefore, all revenues generated our schools are dedicated to school operations. However, until sustainability is achieved, operational deficits are incurred. The operational deficits run by Green Dot schools during the first ramp up years are invariably funded with a combination of subsidies provided by federal charter school assistance programs and private philanthropy.

We estimate that on the margin, some \$250,000 in additional Home Office costs are added over time for each additional school. Green Dot assesses a 6% of public revenue management fee to cover these costs. Given our target of on average 580 students per school, sufficient management fee income will be generated to cover Home Office costs.

2. *Fundraising*

Discuss how the organization is equipped to reach any associated fundraising goals related to operating a school(s)/campus(es).

Green Dot is also very successful at fundraising from private foundations in order to help support its growth. Green Dot has received commitments of over \$50 million from private foundations over its history. Green Dot has received a commitment from a funder to receive \$500,000 for every new school that Green Dot opens in the future. This \$500,000 is reflected in the current financial projections. Green Dot will continue to fundraise throughout the school year and beyond, and is confident that it will be able to raise the funds necessary to support its schools because of the success it has had to date, raising over \$36 million in commitments over the past three years.

3. *Audited Financial Statements*

See attached audited statements for FY09, Which includes comparisons of FY08 and FY07 in **Appendix S.**

4. *Profit and Losses/Revenue Sources*

Specify overall profits and losses for the organization over the last three years and identify how revenue sources support the general organization. Demonstrate the percentage of revenue used to support the central organization in comparison to the percentage used to support individual schools/campuses in the organization's portfolio.

See audited financial statements referred to above to see comparison of overall net income for years FY07 to FY09. What follows are the unaudited internal statements for FY10 which shows the breakdown of Home Office/Schools allocation of financial resources.

Green Dot Public Schools, Unaudited Financial Statements, for Period Ended 6-30-10							
				Percentages			
	Home Office	Schools	Total		Home Office	Schools	Total
Revenue							
Federal Revenue	\$37,091	\$8,863,217	\$8,900,308		0.4%	99.6%	100.0%
State Revenue	\$0	\$54,701,871	\$54,701,871		0.0%	100.0%	100.0%
Local Govt. Revenue	\$0	\$10,009,406	\$10,009,406		0.0%	100.0%	100.0%
Private Philanthropy	\$5,601,618	\$509,664	\$6,111,282		91.7%	8.3%	100.0%
Other Revenue	\$7,609,956	\$1,865,387	\$9,475,343		80.3%	19.7%	100.0%
Total Revenue	\$13,248,665	\$75,949,545	\$89,198,210		14.9%	85.1%	100.0%
Expenses							
Total Personnel Expenses	\$7,719,326	\$43,076,650	\$50,795,976		15.2%	84.8%	100.0%
Total Instruction	\$373,256	\$6,221,103	\$6,594,359		5.7%	94.3%	100.0%
Total Operations	\$3,790,819	\$15,056,807	\$18,847,626		20.1%	79.9%	100.0%
Total Other	\$3,729,068	\$10,601,942	\$14,331,010		26.0%	74.0%	100.0%
Total Expenses	\$15,612,469	\$74,956,502	\$90,568,971		17.2%	82.8%	100.0%
Net Operational Income	(\$2,363,804)	\$993,043	(\$1,370,761)		172.4%	-72.4%	100.0%

5. Internal Financial Controls: Describe plans to ensure fiscal soundness and legal compliance for the proposed school. Specifically, address the financial monitoring process that will be used. Specify what financial reports will be generated and with what frequency, and identify the party responsible for generating these reports and his/her qualifications.

Green Dot's accounting, financial statement preparation, fiscal accountability and compliance functions are located centrally in the Finance and Accounting Department. The Department is headed by CFO Sabrina Ayala who has held this position for over 5 years. The Department is staffed by an Accounting Manager, who is required to be a CPA, two senior staff accountants, an Accounts Payable Manager, two AP Clerks, a Payroll Manager and Purchasing Manager. Further, the finance function is staffed by a Finance and Budget Manager and a Compliance and Reporting Manager.

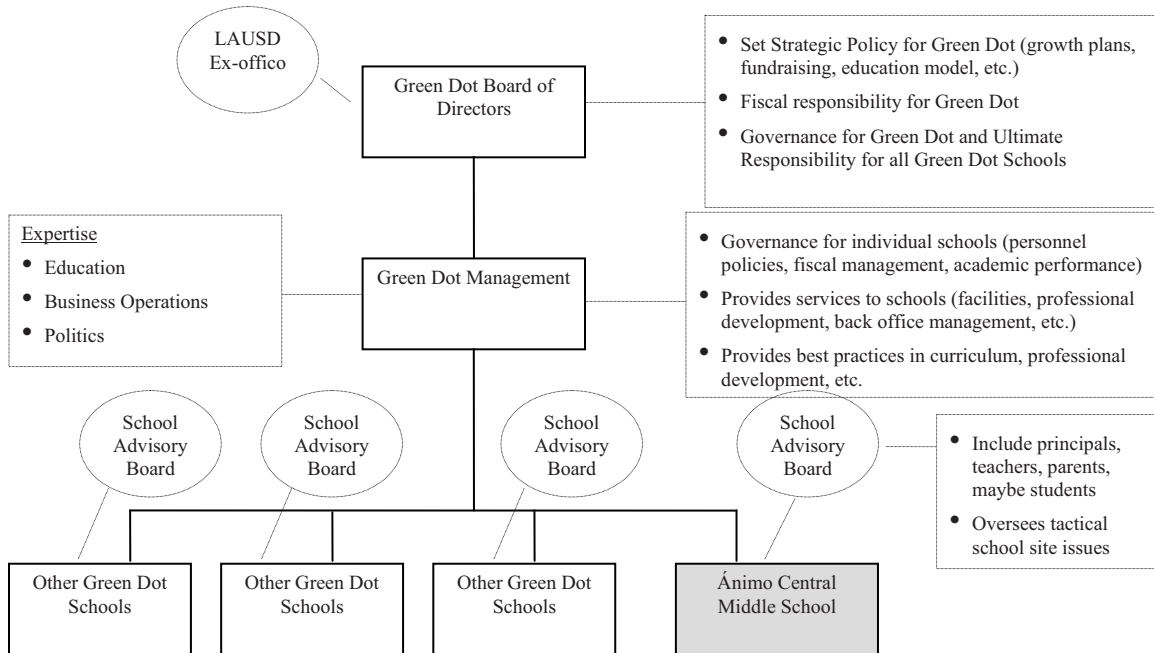
Green Dot keeps its accounting records using Sage's ACCPAC software and has developed an accounting manual to codify its financial management policies and procedures.

At the school level, each school has an office manager whose job it is to assist the principal in effectively managing the finances of the school. Our schools are also organized into one of three groups called "clusters" and each cluster has a Cluster Business Manager (CBM) who is required to have an MBA, reports to the Home Office, and assists the schools' business managers and principals in managing their schools.

Green Dot prepares monthly financial statements under the direction of the Accounting Manager and based on the entries made into the accounting system. These statements are first reviewed by the Finance and Budget Manager with the CBM's to assess their accuracy and analyze budget variances. Thereafter, monthly meetings are held with each principal by the CBM's in order to review the statements, assess their accuracy and analyze variances.

Appendix A. Green Dot Organizational Structure

Green Dot Organizational Chart



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Scope and Sequence

English Language Arts Scope and Sequence, Grades 6 – 8

Grade 6 English Language Arts	
<u>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</u>	
Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	
<i>Word Recognition</i>	
1.1	Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
<i>Vocabulary and Concept Development</i>	
1.2	Identify and interpret figurative language and words with multiple meanings.
1.3	Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
1.4	Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.
1.5	Understand and explain "shades of meaning" in related words (e.g., <i>softly</i> and <i>quietly</i>).
<u>2.0 Reading Comprehension (Focus on Informational Materials)</u>	
Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.	
<i>Structural Features of Informational Materials</i>	
2.1	Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.
2.2	Analyze text that uses the compare-and-contrast organizational pattern.
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>	
2.3	Connect and clarify main ideas by identifying their relationships to other sources and related topics.
2.4	Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.
2.5	Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).
<i>Expository Critique</i>	
2.6	Determine the adequacy and appropriateness of the evidence for an author's conclusions.
2.7	Make reasonable assertions about a text through accurate, supporting citations.
2.8	Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.
Writing	
<u>1.0 Writing Strategies</u>	
Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	
<i>Organization and Focus</i>	
1.1	Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.
1.2	Create multiple-paragraph expository compositions:
a.	Engage the interest of the reader and state a clear purpose.
b.	Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.

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- c. Conclude with a detailed summary linked to the purpose of the composition.

1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

Research and Technology

1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.

1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).

Evaluation and Revision

1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade six outlined in Writing Standard 1.0, students:

- 2.1 Write narratives:
- Establish and develop a plot and setting and present a point of view that is appropriate to the stories.
 - Include sensory details and concrete language to develop plot and character.
 - Use a range of narrative devices (e.g., dialogue, suspense).
- 2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):
- State the thesis or purpose.
 - Explain the situation.
 - Follow an organizational pattern appropriate to the type of composition.
 - Offer persuasive evidence to validate arguments and conclusions as needed.
- 2.3 Write research reports:
- Pose relevant questions with a scope narrow enough to be thoroughly covered.
 - Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).
 - Include a bibliography.
- 2.4 Write responses to literature:
- Develop an interpretation exhibiting careful reading, understanding, and insight.
 - Organize the interpretation around several clear ideas, premises, or images.
 - Develop and justify the interpretation through sustained use of examples and textual evidence.
- 2.5 Write persuasive compositions:
- State a clear position on a proposition or proposal.
 - Support the position with organized and relevant evidence.
 - Anticipate and address reader concerns and counterarguments.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

Grammar

1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.

Punctuation

1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.

Capitalization

1.4 Use correct capitalization.

Spelling

1.5 Spell frequently misspelled words correctly (e.g., *their*, *they're*, *there*).

Appendix C Middle School Curriculum

Listening and Speaking

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Comprehension

- 1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).
- 1.2 Identify the tone, mood, and emotion conveyed in the oral communication.
- 1.3 Restate and execute multiple-step oral instructions and directions.

Organization and Delivery of Oral Communication

- 1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.
- 1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.
- 1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.
- 1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.

Analysis and Evaluation of Oral and Media Communications

- 1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.
- 1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade six outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Deliver narrative presentations:
 - a. Establish a context, plot, and point of view.
 - b. Include sensory details and concrete language to develop the plot and character.
 - c. Use a range of narrative devices (e.g., dialogue, tension, or suspense).
- 2.2 Deliver informative presentations:
 - a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.
 - b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).
- 2.3 Deliver oral responses to literature:
 - a. Develop an interpretation exhibiting careful reading, understanding, and insight.
 - b. Organize the selected interpretation around several clear ideas, premises, or images.
 - c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.
- 2.4 Deliver persuasive presentations:
 - a. Provide a clear statement of the position.
 - b. Include relevant evidence.
 - c. Offer a logical sequence of information.
 - d. Engage the listener and foster acceptance of the proposition or proposal.
- 2.5 Deliver presentations on problems and solutions:
 - a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution.
 - b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions.

Grade 7 English Language Arts

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Vocabulary and Concept Development

- 1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.
- 1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.
- 1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.

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2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.

Structural Features of Informational Materials

- 2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).
- 2.2 Locate information by using a variety of consumer, workplace, and public documents.
- 2.3 Analyze text that uses the cause-and-effect organizational pattern.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.
- 2.5 Understand and explain the use of a simple mechanical device by following technical directions.

Expository Critique

- 2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

- 3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).
- 3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.
- 3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).
- 3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.

Literary Criticism

- 3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.

Writing

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus

- 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
- 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
- 1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.

Research and Technology

- 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
- 1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.
- 1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

Evaluation and Revision

- 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

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2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade seven outlined in Writing Standard 1.0, students:

- 2.1 Write fictional or autobiographical narratives:
 - a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.
 - b. Develop complex major and minor characters and a definite setting.
 - c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).
- 2.2 Write responses to literature:
 - a. Develop interpretations exhibiting careful reading, understanding, and insight.
 - b. Organize interpretations around several clear ideas, premises, or images from the literary work.
 - c. Justify interpretations through sustained use of examples and textual evidence.
- 2.3 Write research reports:
 - a. Pose relevant and tightly drawn questions about the topic.
 - b. Convey clear and accurate perspectives on the subject.
 - c. Include evidence compiled through the formal research process (e.g., use of a card catalog, *Reader's Guide to Periodical Literature*, a computer catalog, magazines, newspapers, dictionaries).
 - d. Document reference sources by means of footnotes and a bibliography.
- 2.4 Write persuasive compositions:
 - a. State a clear position or perspective in support of a proposition or proposal.
 - b. Describe the points in support of the proposition, employing well-articulated evidence.
 - c. Anticipate and address reader concerns and counterarguments.
- 2.5 Write summaries of reading materials:
 - a. Include the main ideas and most significant details.
 - b. Use the student's own words, except for quotations.
 - c. Reflect underlying meaning, not just the superficial details.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to the grade level.

Sentence Structure

- 1.1 Place modifiers properly and use the active voice.

Grammar

- 1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.
- 1.3 Identify all parts of speech and types and structure of sentences.
- 1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).

Punctuation

- 1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly.

Capitalization

- 1.6 Use correct capitalization.

Spelling

- 1.7 Spell derivatives correctly by applying the spellings of bases and affixes.

Listening and Speaking

1.0 Listening and Speaking Strategies

Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the

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audience. Students evaluate the content of oral communication.

Comprehension

- 1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.
- 1.2 Determine the speaker's attitude toward the subject.
- 1.3 Respond to persuasive messages with questions, challenges, or affirmations.

Organization and Delivery of Oral Communication

- 1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.
- 1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.
- 1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.

Analysis and Evaluation of Oral and Media Communications

- 1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.
- 1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade seven outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Deliver narrative presentations:
 - a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.
 - b. Describe complex major and minor characters and a definite setting.
 - c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).
- 2.2 Deliver oral summaries of articles and books:
 - a. Include the main ideas of the event or article and the most significant details.
 - b. Use the student's own words, except for material quoted from sources.
 - c. Convey a comprehensive understanding of sources, not just superficial details.
- 2.3 Deliver research presentations:
 - a. Pose relevant and concise questions about the topic.
 - b. Convey clear and accurate perspectives on the subject.
 - c. Include evidence generated through the formal research process (e.g., use of a card catalog, *Reader's Guide to Periodical Literature*, computer databases, magazines, newspapers, dictionaries).
 - d. Cite reference sources appropriately.
- 2.4 Deliver persuasive presentations:
 - a. State a clear position or perspective in support of an argument or proposal.
 - b. Describe the points in support of the argument and employ well-articulated evidence.

Grade 8 English Language Arts

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Vocabulary and Concept Development

- 1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.
- 1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.
- 1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas,

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arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

Structural Features of Informational Materials

- 2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).
- 2.2 Analyze text that uses proposition and support patterns.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.
- 2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.
- 2.5 Understand and explain the use of a complex mechanical device by following technical directions.
- 2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

Expository Critique

- 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

- 3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.
- 3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.
- 3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.
- 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.
- 3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

Literary Criticism

- 3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)

Writing

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus

- 1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.
- 1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
- 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

Research and Technology

- 1.4 Plan and conduct multiple-step information searches by using computer networks and modems.
- 1.5 Achieve an effective balance between researched information and original ideas.

Evaluation and Revision

- 1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre.

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Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade eight outlined in Writing Standard 1.0, students:

- 2.1 Write biographies, autobiographies, short stories, or narratives:
 - a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
 - b. Reveal the significance of, or the writer's attitude about, the subject.
 - c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).
- 2.2 Write responses to literature:
 - a. Exhibit careful reading and insight in their interpretations.
 - b. Connect the student's own responses to the writer's techniques and to specific textual references.
 - c. Draw supported inferences about the effects of a literary work on its audience.
 - d. Support judgments through references to the text, other works, other authors, or to personal knowledge.
- 2.3 Write research reports:
 - a. Define a thesis.
 - b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.
 - c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
 - d. Organize and display information on charts, maps, and graphs.
- 2.4 Write persuasive compositions:
 - a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
 - b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.
 - c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.
- 2.5 Write documents related to career development, including simple business letters and job applications:
 - a. Present information purposefully and succinctly and meet the needs of the intended audience.
 - b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).
- 2.6 Write technical documents:
 - a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization.
 - b. Include all the factors and variables that need to be considered.
 - c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

- 1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.
- 1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis
- 1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.

Grammar

- 1.4 Edit written manuscripts to ensure that correct grammar is used.

Punctuation and Capitalization

- 1.5 Use correct punctuation and capitalization.

Spelling

- 1.6 Use correct spelling conventions.

Listening and Speaking

1.0 Listening and Speaking Strategies

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Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Comprehension

- 1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.
- 1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.

Organization and Delivery of Oral Communication

- 1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.
- 1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.
- 1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.
- 1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.
- 1.7 Use audience feedback (e.g., verbal and nonverbal cues):
 - a. Reconsider and modify the organizational structure or plan.
 - b. Rearrange words and sentences to clarify the meaning.

Analysis and Evaluation of Oral and Media Communications

- 1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).
- 1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade eight outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Deliver narrative presentations (e.g., biographical, autobiographical):
 - a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
 - b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation.
 - c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).
- 2.2 Deliver oral responses to literature:
 - a. Interpret a reading and provide insight.
 - b. Connect the students' own responses to the writer's techniques and to specific textual references.
 - c. Draw supported inferences about the effects of a literary work on its audience.
 - d. Support judgments through references to the text, other works, other authors, or personal knowledge.
- 2.3 Deliver research presentations:
 - a. Define a thesis.
 - b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.
 - c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
 - d. Organize and record information on charts, maps, and graphs.
- 2.4 Deliver persuasive presentations:
 - a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
 - b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.
 - c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.
 - d. Maintain a reasonable tone.
- 2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.

Grade 6 World History and Geography: Ancient Civilizations

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Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.
2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.
3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.
2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.
3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.
4. Know the significance of Hammurabi's Code.
5. Discuss the main features of Egyptian art and architecture.
6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.
7. Understand the significance of Queen Hatshepsut and Ramses the Great.
8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.
9. Trace the evolution of language and its written forms.

6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

1. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.
2. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.
3. Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.
4. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.
5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.
2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from *Pericles' Funeral Oration*).
3. State the key differences between Athenian, or direct, democracy and representative democracy.
4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey*, and from *Aesop's Fables*.
5. Outline the founding, expansion, and political organization of the Persian Empire.
6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.
7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.
8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato,

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Aristotle, Euclid, Thucydides).

6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.
2. Discuss the significance of the Aryan invasions.
3. Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.
4. Outline the social structure of the caste system.
5. Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.
6. Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.
7. Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the *Bhagavad Gita*; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).

6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.
2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.
3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.
4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.
5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.
6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.
7. Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.
8. Describe the diffusion of Buddhism northward to China during the Han Dynasty.

6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.
2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).
3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.
4. Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.
5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem.
6. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).
7. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.
8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.

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World History and Geography: Medieval and Early Modern Times

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A. D. 500–1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.

1. Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).
2. Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.
3. Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.

7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

1. Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.
2. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.
3. Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.
4. Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.
5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.
6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.

1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.
2. Describe agricultural, technological, and commercial developments during the Tang and Sung

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periods.

3. Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.
4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.
5. Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder.
6. Describe the development of the imperial state and the scholar-official class.

7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

1. Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.
2. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.
3. Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.
4. Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.
5. Describe the importance of written and oral traditions in the transmission of African history and culture.

7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

1. Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.
2. Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.
3. Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of *shogun*, *daimyo*, and *samurai* and the lasting influence of the warrior code in the twentieth century.
4. Trace the development of distinctive forms of Japanese Buddhism.
5. Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's *Tale of Genji*.
6. Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.

7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

1. Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.
2. Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.
3. Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.
4. Demonstrate an understanding of the conflict and cooperation between the Papacy and European

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monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).

5. Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).
6. Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.
7. Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.
8. Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").
9. Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.

7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

1. Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.
2. Study the roles of people in each society, including class structures, family life, war-fare, religious beliefs and practices, and slavery.
3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.
4. Describe the artistic and oral traditions and architecture in the three civilizations.
5. Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.

7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

1. Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).
2. Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.
3. Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.
4. Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).
5. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).

7.9 Students analyze the historical developments of the Reformation.

1. List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences).
2. Describe the theological, political, and economic ideas of the major figures during the

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Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).

3. Explain Protestants' new practices of church Jefferson-government and the influence of those practices on the development of democratic practices and ideas of federalism.
4. Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.
5. Analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).
6. Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map.
7. Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).

7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.

1. Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).
2. Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).
3. Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.

7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

1. Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.
2. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.
3. Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.
4. Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.
5. Describe how democratic thought and institutions were influenced by Enlightenment thinkers

Grade 8 United States History and Geography

United States History and Geography: Growth and Conflict

Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an

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emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.
2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").
3. Analyze how the American Revolution affected other nations, especially France.
4. Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the May-flower Compact.
2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.
4. Describe the political philosophy underpinning the Constitution as specified in the *Federalist Papers* (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.
5. Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.
6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.
7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.

1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.
2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.
3. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit.
4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the

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emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).

5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).
6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).
7. Understand the functions and responsibilities of a free press.

8.4 Students analyze the aspirations and ideals of the people of the new nation.

1. Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.
2. Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).
3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).
4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

8.5 Students analyze U.S. foreign policy in the early Republic.

1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.
2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.
3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).
2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).
3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).
4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.
5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.
6. Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).
7. Identify common themes in American art as well as transcendentalism and individualism (e.g.,

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writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.
2. Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).
3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.
4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).
2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.
3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).
4. Examine the importance of the great rivers and the struggle over water rights.
5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.
6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).
2. Discuss the abolition of slavery in early state constitutions.
3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.
4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.
5. Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the *Dred Scott v. Sanford* decision (1857), and the Lincoln-Douglas debates (1858).
6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

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8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.

1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.
2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.
3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.
4. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).
5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.
6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.
7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.

8.11 Students analyze the character and lasting consequences of Reconstruction.

1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.
2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).

Grade 6 General Math, Math Foundations 6

By the end of grade six, students have mastered the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers; they accurately compute and solve problems. They apply their knowledge to statistics and probability. Students understand the concepts of mean, median, and mode of data sets and how to calculate the range. They analyze data and sampling processes for possible bias and misleading conclusions; they use addition and multiplication of fractions routinely to calculate the probabilities for compound events. Students conceptually understand and work with ratios and proportions; they compute percentages (e.g., tax, tips, interest). Students know about pi and the formulas for the circumference and area of a circle. They use letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression. They solve one-step linear equations.

Number Sense

1.0 Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages:

- 1.1 Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.
- 1.2 Interpret and use ratios in different contexts (e.g., batting averages, miles per hour) to show the relative sizes of two quantities, using appropriate notations (a/b , a to b , $a:b$).
- 1.3 Use proportions to solve problems (e.g., determine the value of N if $4/7 = N/21$, find the length of a side of a polygon similar to a known polygon). Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an

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equation by a multiplicative inverse.

1.4 Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.

2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division:

2.1 Solve problems involving addition, subtraction, multiplication, and division of positive fractions and explain why a particular operation was used for a given situation.

2.2 Explain the meaning of multiplication and division of positive fractions and perform the calculations (e.g., $5/8 \div 15/16 = 5/8 \times 16/15 = 2/3$).

2.3 Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations that use positive and negative integers and combinations of these operations.

2.4 Determine the least common multiple and the greatest common divisor of whole numbers; use them to solve problems with fractions (e.g., to find a common denominator to add two fractions or to find the reduced form for a fraction).

Algebra and Functions

1.0 Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results:

1.1 Write and solve one-step linear equations in one variable.

1.2 Write and evaluate an algebraic expression for a given situation, using up to three variables.

1.3 Apply algebraic order of operations and the commutative, associative, and distributive properties to evaluate expressions; and justify each step in the process.

1.4 Solve problems manually by using the correct order of operations or by using a scientific calculator.

2.0 Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions:

2.1 Convert one unit of measurement to another (e.g., from feet to miles, from centimeters to inches).

2.2 Demonstrate an understanding that *rate* is a measure of one quantity per unit value of another quantity.

2.3 Solve problems involving rates, average speed, distance, and time.

3.0 Students investigate geometric patterns and describe them algebraically:

3.1 Use variables in expressions describing geometric quantities (e.g., $P = 2w + 2l$, $A = 1/2bh$, $C = \pi d$ - the formulas for the perimeter of a rectangle, the area of a triangle, and the circumference of a circle, respectively).

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3.2 Express in symbolic form simple relationships arising from geometry.

Measurement and Geometry

1.0 Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems:

1.1 Understand the concept of a constant such as π ; know the formulas for the circumference and area of a circle.

1.2 Know common estimates of π (3.14; 22/7) and use these values to estimate and calculate the circumference and the area of circles; compare with actual measurements.

1.3 Know and use the formulas for the volume of triangular prisms and cylinders (area of base \times height); compare these formulas and explain the similarity between them and the formula for the volume of a rectangular solid.

2.0 Students identify and describe the properties of two-dimensional figures:

2.1 Identify angles as vertical, adjacent, complementary, or supplementary and provide descriptions of these terms.

2.2 Use the properties of complementary and supplementary angles and the sum of the angles of a triangle to solve problems involving an unknown angle.

2.3 Draw quadrilaterals and triangles from given information about them (e.g., a quadrilateral having equal sides but no right angles, a right isosceles triangle).

Statistics, Data Analysis, and Probability

1.0 Students compute and analyze statistical measurements for data sets:

1.1 Compute the range, mean, median, and mode of data sets.

1.2 Understand how additional data added to data sets may affect these computations of measures of central tendency.

1.3 Understand how the inclusion or exclusion of outliers affects measures of central tendency.

1.4 Know why a specific measure of central tendency (mean, median) provides the most useful information in a given context.

2.0 Students use data samples of a population and describe the characteristics and limitations of the samples:

2.1 Compare different samples of a population with the data from the entire population and identify a situation in which it makes sense to use a sample.

2.2 Identify different ways of selecting a sample (e.g., convenience sampling, responses to a survey, random sampling) and which method makes a sample more representative for a population.

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2.3 Analyze data displays and explain why the way in which the question was asked might have influenced the results obtained and why the way in which the results were displayed might have influenced the conclusions reached.

2.4 Identify data that represent sampling errors and explain why the sample (and the display) might be biased.

2.5 Identify claims based on statistical data and, in simple cases, evaluate the validity of the claims.

3.0 Students determine theoretical and experimental probabilities and use these to make predictions about events:

3.1 Represent all possible outcomes for compound events in an organized way (e.g., tables, grids, tree diagrams) and express the theoretical probability of each outcome.

3.2 Use data to estimate the probability of future events (e.g., batting averages or number of accidents per mile driven).

3.3 Represent probabilities as ratios, proportions, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable; know that if P is the probability of an event, $1 - P$ is the probability of an event not occurring.

3.4 Understand that the probability of either of two disjoint events occurring is the sum of the two individual probabilities and that the probability of one event following another, in independent trials, is the product of the two probabilities.

3.5 Understand the difference between independent and dependent events.

Mathematical Reasoning

1.0 Students make decisions about how to approach problems:

1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

1.2 Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed.

1.3 Determine when and how to break a problem into simpler parts.

2.0 Students use strategies, skills, and concepts in finding solutions:

2.1 Use estimation to verify the reasonableness of calculated results.

2.2 Apply strategies and results from simpler problems to more complex problems.

2.3 Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.

2.4 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

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2.5 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.

2.6 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

2.7 Make precise calculations and check the validity of the results from the context of the problem.

3.0 Students move beyond a particular problem by generalizing to other situations:

3.1 Evaluate the reasonableness of the solution in the context of the original situation.

3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

3.3 Develop generalizations of the results obtained and the strategies used and apply them in new problem situations.

3. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.
4. Trace the rise of the Ku Klux Klan and describe the Klan's effects.
5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.
2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.
3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.
4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).
5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).
6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.
7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.
8. Identify the characteristics and impact of Grangerism and Populism.
9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).

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Mathematics Scope and Sequence, Grades 6th – 8th

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By the end of grade seven, students are adept at manipulating numbers and equations and understand the general principles at work. Students understand and use factoring of numerators and denominators and properties of exponents. They know the Pythagorean theorem and solve problems in which they compute the length of an unknown side. Students know how to compute the surface area and volume of basic three-dimensional objects and understand how area and volume change with a change in scale. Students make conversions between different units of measurement. They know and use different representations of fractional numbers (fractions, decimals, and percents) and are proficient at changing from one to another. They increase their facility with ratio and proportion, compute percents of increase and decrease, and compute simple and compound interest. They graph linear functions and understand the idea of slope and its relation to ratio.

Number Sense

1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms:

- 1.1 Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.
- 1.2 Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.
- 1.3 Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.
- 1.4 Differentiate between rational and irrational numbers.
- 1.5 Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.
- 1.6 Calculate the percentage of increases and decreases of a quantity.
- 1.7 Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.

2.0 Students use exponents, powers, and roots and use exponents in working with fractions:

- 2.1 Understand negative whole-number exponents. Multiply and divide expressions involving exponents with a common base.
- 2.2 Add and subtract fractions by using factoring to find common denominators.
- 2.3 Multiply, divide, and simplify rational numbers by using exponent rules.
- 2.4 Use the inverse relationship between raising to a power and extracting the root of a perfect square integer; for an integer that is not square, determine without a calculator the two integers between which its square root lies and explain why.
- 2.5 Understand the meaning of the absolute value of a number; interpret the absolute value as the distance of the number from zero on a number line; and determine the absolute value of real numbers.

Algebra and Functions

1.0 Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs:

- 1.1 Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description (e.g.,

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three less than a number, half as large as area A).

1.2 Use the correct order of operations to evaluate algebraic expressions such as $3(2x + 5)^2$.

1.3 Simplify numerical expressions by applying properties of rational numbers (e.g., identity, inverse, distributive, associative, commutative) and justify the process used.

1.4 Use algebraic terminology (e.g., variable, equation, term, coefficient, inequality, expression, constant) correctly.

1.5 Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph.

2.0 Students interpret and evaluate expressions involving integer powers and simple roots:

2.1 Interpret positive whole-number powers as repeated multiplication and negative whole-number powers as repeated division or multiplication by the multiplicative inverse. Simplify and evaluate expressions that include exponents.

2.2 Multiply and divide monomials; extend the process of taking powers and extracting roots to monomials when the latter results in a monomial with an integer exponent.

3.0 Students graph and interpret linear and some nonlinear functions:

3.1 Graph functions of the form $y = nx^2$ and $y = nx^3$ and use in solving problems.

3.2 Plot the values from the volumes of three-dimensional shapes for various values of the edge lengths (e.g., cubes with varying edge lengths or a triangle prism with a fixed height and an equilateral triangle base of varying lengths).

3.3 Graph linear functions, noting that the vertical change (change in y -value) per unit of horizontal change (change in x -value) is always the same and know that the ratio ("rise over run") is called the slope of a graph.

3.4 Plot the values of quantities whose ratios are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle). Fit a line to the plot and understand that the slope of the line equals the quantities.

4.0 Students solve simple linear equations and inequalities over the rational numbers:

4.1 Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.

4.2 Solve multi step problems involving rate, average speed, distance, and time or a direct variation.

Measurement and Geometry

1.0 Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems:

1.1 Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to

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cubic centimeters).

1.2 Construct and read drawings and models made to scale.

1.3 Use measures expressed as rates (e.g., speed, density) and measures expressed as products (e.g., person-days) to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.

2.0 Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale:

2.1 Use formulas routinely for finding the perimeter and area of basic two-dimensional figures and the surface area and volume of basic three-dimensional figures, including rectangles, parallelograms, trapezoids, squares, triangles, circles, prisms, and cylinders.

2.2 Estimate and compute the area of more complex or irregular two-and three-dimensional figures by breaking the figures down into more basic geometric objects.

2.3 Compute the length of the perimeter, the surface area of the faces, and the volume of a three-dimensional object built from rectangular solids. Understand that when the lengths of all dimensions are multiplied by a scale factor, the surface area is multiplied by the square of the scale factor and the volume is multiplied by the cube of the scale factor.

2.4 Relate the changes in measurement with a change of scale to the units used (e.g., square inches, cubic feet) and to conversions between units ($1 \text{ square foot} = 144 \text{ square inches}$ or $[1 \text{ ft}^2] = [144 \text{ in}^2]$, 1 cubic inch is approximately $16.38 \text{ cubic centimeters}$ or $[1 \text{ in}^3] = [16.38 \text{ cm}^3]$).

3.0 Students know the Pythagorean theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures:

3.1 Identify and construct basic elements of geometric figures (e.g., altitudes, mid-points, diagonals, angle bisectors, and perpendicular bisectors; central angles, radii, diameters, and chords of circles) by using a compass and straightedge.

3.2 Understand and use coordinate graphs to plot simple figures, determine lengths and areas related to them, and determine their image under translations and reflections.

3.3 Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths of other line segments and, in some situations, empirically verify the Pythagorean theorem by direct measurement.

3.4 Demonstrate an understanding of conditions that indicate two geometrical figures are congruent and what congruence means about the relationships between the sides and angles of the two figures.

3.5 Construct two-dimensional patterns for three-dimensional models, such as cylinders, prisms, and cones.

3.6 Identify elements of three-dimensional geometric objects (e.g., diagonals of rectangular solids) and describe how two or more objects are related in space (e.g., skew lines, the possible ways three planes might intersect).

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Statistics, Data Analysis, and Probability

1.0 Students collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program:

1.1 Know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data.

1.2 Represent two numerical variables on a scatter plot and informally describe how the data points are distributed and any apparent relationship that exists between the two variables (e.g., between time spent on homework and grade level).

1.3 Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.

Mathematical Reasoning

1.0 Students make decisions about how to approach problems:

1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

1.2 Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed.

1.3 Determine when and how to break a problem into simpler parts.

2.0 Students use strategies, skills, and concepts in finding solutions:

2.1 Use estimation to verify the reasonableness of calculated results.

2.2 Apply strategies and results from simpler problems to more complex problems.

2.3 Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.

2.4 Make and test conjectures by using both inductive and deductive reasoning.

2.5 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

2.6 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.

2.7 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

2.8 Make precise calculations and check the validity of the results from the context of the problem.

3.0 Students determine a solution is complete and move beyond a particular problem by generalizing

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to other situations:

- 3.1 Evaluate the reasonableness of the solution in the context of the original situation.
- 3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.
- 3.3 Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.

Grade 8 Essentials for Algebra, Algebra 1, Math Foundations 8

Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.

1.0 Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable:

1.1 Students use properties of numbers to demonstrate whether assertions are true or false.

2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.

3.0 Students solve equations and inequalities involving absolute values.

4.0 Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$.

5.0 Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.

6.0 Students graph a linear equation and compute the x - and y -intercepts (e.g., graph $2x + 6y = 4$). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $2x + 6y < 4$).

7.0 Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.

8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.

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9.0 Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.

10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.

11.0 Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.

12.0 Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.

13.0 Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

14.0 Students solve a quadratic equation by factoring or completing the square.

15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

16.0 Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.

17.0 Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.

18.0 Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.

19.0 Students know the quadratic formula and are familiar with its proof by completing the square.

20.0 Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.

21.0 Students graph quadratic functions and know that their roots are the x -intercepts.

22.0 Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x -axis in zero, one, or two points.

23.0 Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.

24.0 Students use and know simple aspects of a logical argument:

24.1 Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.

24.2 Students identify the hypothesis and conclusion in logical deduction.

24.3 Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.

25.0 Students use properties of the number system to judge the validity of results, to justify each step of a

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procedure, and to prove or disprove statements:

25.1 Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.

25.2 Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.

25.3 Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.

Science Scope and Sequence, Grades 6th – 8th

Grade 6 Earth Science

Plate Tectonics and Earth's Structure

1. Plate tectonics accounts for important features of Earth's surface and major geologic events. As a basis for understanding this concept:
 - a. Students know evidence of plate tectonics is derived from the fit of the continents; the location of earthquakes, volcanoes, and midocean ridges; and the distribution of fossils, rock types, and ancient climatic zones.
 - b. Students know Earth is composed of several layers: a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core.
 - c. Students know lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle.
 - d. Students know that earthquakes are sudden motions along breaks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface.
 - e. Students know major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions.
 - f. Students know how to explain major features of California geology (including mountains, faults, volcanoes) in terms of plate tectonics.
 - g. Students know how to determine the epicenter of an earthquake and know that the effects of an earthquake on any region vary, depending on the size of the earthquake, the distance of the region from the epicenter, the local geology, and the type of construction in the region.

Shaping Earth's Surface

2. Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment. As a basis for understanding this concept:
 - a. Students know water running downhill is the dominant process in shaping the landscape, including California's landscape.
 - b. Students know rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns.
 - c. Students know beaches are dynamic systems in which the sand is supplied by rivers and moved along the coast by the action of waves.
 - d. Students know earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.

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- a. Students know that when fuel is consumed, most of the energy released becomes heat energy.
- b. Students know heat flows in solids by conduction (which involves no flow of matter) and in fluids by conduction and by convection (which involves flow of matter).
- c. Students know heat energy is also transferred between objects by radiation (radiation can travel through space).

Heat (Thermal Energy) (Physical Sciences)

4. Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature. As a basis for understanding this concept:
 - a. Students know energy can be carried from one place to another by heat flow or by waves, including water, light and sound waves, or by moving objects.

Energy in the Earth System

4. Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents. As a basis for understanding this concept:
 - a. Students know the sun is the major source of energy for phenomena on Earth's surface; it powers winds, ocean currents, and the water cycle.
 - b. Students know solar energy reaches Earth through radiation, mostly in the form of visible light.
 - c. Students know heat from Earth's interior reaches the surface primarily through convection.
 - d. Students know convection currents distribute heat in the atmosphere and oceans.
 - e. Students know differences in pressure, heat, air movement, and humidity result in changes of weather.

Ecology (Life Sciences)

5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept:
 - a. Students know energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs.
 - b. Students know matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.
 - c. Students know populations of organisms can be categorized by the functions they serve in an ecosystem.
 - d. Students know different kinds of organisms may play similar ecological roles in similar biomes.
 - e. Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.

Resources

6. Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept:

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a. Students know the utility of energy sources is determined by factors that are involved in
Grade 7 Life Science
<u>Cell Biology</u>
<p>1. All living organisms are composed of cells, from just one to many trillions, whose details usually are visible only through a microscope. As a basis for understanding this concept:</p> <ul style="list-style-type: none">a. Students know cells function similarly in all living organisms.b. Students know the characteristics that distinguish plant cells from animal cells, including chloroplasts and cell walls.c. Students know the nucleus is the repository for genetic information in plant and animal cells.d. Students know that mitochondria liberate energy for the work that cells do and that chloroplasts capture sunlight energy for photosynthesis.e. Students know cells divide to increase their numbers through a process of mitosis, which results in two daughter cells with identical sets of chromosomes.f. Students know that as multicellular organisms develop, their cells differentiate.
<u>Genetics</u>
<p>2. A typical cell of any organism contains genetic instructions that specify its traits. Those traits may</p> <ul style="list-style-type: none">1. read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map.g. Interpret events by sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions).h. Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hill slope).

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be modified by environmental influences. As a basis for understanding this concept:

- a. Students know the differences between the life cycles and reproduction methods of sexual and asexual organisms.
- b. Students know sexual reproduction produces offspring that inherit half their genes from each parent.
- c. Students know an inherited trait can be determined by one or more genes.
- d. Students know plant and animal cells contain many thousands of different genes and typically have two copies of every gene. The two copies (or alleles) of the gene may or may not be identical, and one may be dominant in determining the phenotype while the other is recessive.
- e. Students know DNA (deoxyribonucleic acid) is the genetic material of living organisms and is located in the chromosomes of each cell.

Evolution

3. Biological evolution accounts for the diversity of species developed through gradual processes over many generations. As a basis for understanding this concept:
 1. Students know both genetic variation and environmental factors are causes of evolution and diversity of organisms.
 2. Students know the reasoning used by Charles Darwin in reaching his conclusion that natural selection is the mechanism of evolution.
 3. Students know how independent lines of evidence from geology, fossils, and comparative anatomy provide the bases for the theory of evolution.
 4. Students know how to construct a simple branching diagram to classify living groups of organisms by shared derived characteristics and how to expand the diagram to include fossil organisms.
 5. Students know that extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient for its survival.

Earth and Life History (Earth Sciences)

4. Evidence from rocks allows us to understand the evolution of life on Earth. As a basis for understanding this concept:
 - a. Students know Earth processes today are similar to those that occurred in the past and slow geologic processes have large cumulative effects over long periods of time.
 - b. Students know the history of life on Earth has been disrupted by major catastrophic events, such as major volcanic eruptions or the impacts of asteroids.
 - c. Students know that the rock cycle includes the formation of new sediment and rocks and that rocks are often found in layers, with the oldest generally on the bottom.
 - d. Students know that evidence from geologic layers and radioactive dating indicates Earth is approximately 4.6 billion years old and that life on this planet has existed for more than 3 billion years.
 - e. Students know fossils provide evidence of how life and environmental conditions have changed.
 - f. Students know how movements of Earth's continental and oceanic plates through time, with associated changes in climate and geographic connections, have affected the past and present distribution of organisms.
 - g. Students know how to explain significant developments and extinctions of plant and animal life on the geologic time scale.

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Structure and Function in Living Systems

5. The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function. As a basis for understanding this concept:
 - a. Students know plants and animals have levels of organization for structure and function, including cells, tissues, organs, organ systems, and the whole organism.
 - b. Students know organ systems function because of the contributions of individual organs, tissues, and cells. The failure of any part can affect the entire system.
 - c. Students know how bones and muscles work together to provide a structural framework for movement.
 - d. Students know how the reproductive organs of the human female and male generate eggs and sperm and how sexual activity may lead to fertilization and pregnancy.
 - e. Students know the function of the umbilicus and placenta during pregnancy.
 - f. Students know the structures and processes by which flowering plants generate pollen, ovules, seeds, and fruit.
 - g. Students know how to relate the structures of the eye and ear to their functions.

Physical Principles in Living Systems (Physical Sciences)

6. Physical principles underlie biological structures and functions. As a basis for understanding this concept:
 - a. Students know visible light is a small band within a very broad electromagnetic spectrum.
 - b. Students know that for an object to be seen, light emitted by or scattered from it must be detected by the eye.
 - c. Students know light travels in straight lines if the medium it travels through does not change.
 - d. Students know how simple lenses are used in a magnifying glass, the eye, a camera, a telescope, and a microscope.
 - e. Students know that white light is a mixture of many wavelengths (colors) and that retinal cells react differently to different wavelengths.
 - f. Students know light can be reflected, refracted, transmitted, and absorbed by matter.
 - g. Students know the angle of reflection of a light beam is equal to the angle of incidence.
 - h. Students know how to compare joints in the body (wrist, shoulder, thigh) with structures used in machines and simple devices (hinge, ball-and-socket, and sliding joints).
 - i. Students know how levers confer mechanical advantage and how the application of this principle applies to the musculoskeletal system.
 - j. Students know that contractions of the heart generate blood pressure and that heart valves prevent back flow of blood in the circulatory system.

Investigation and Experimentation

7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
 - a. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.

Appendix C Middle School Curriculum

- b. Use a variety of print and electronic resources (including the World Wide Web) to collect

Grade 8 Physical Science

Motion

1. The velocity of an object is the rate of change of its position. As a basis for understanding this concept:
 - a. Students know position is defined in relation to some choice of a standard reference point and a set of reference directions.
 - b. Students know that average speed is the total distance traveled divided by the total time elapsed and that the speed of an object along the path traveled can vary.
 - c. Students know how to solve problems involving distance, time, and average speed.
 - d. Students know the velocity of an object must be described by specifying both the direction and the speed of the object.
 - e. Students know changes in velocity may be due to changes in speed, direction, or both.
 - f. Students know how to interpret graphs of position versus time and graphs of speed versus time for motion in a single direction.

Forces

2. Unbalanced forces cause changes in velocity. As a basis for understanding this concept:
 - a. Students know a force has both direction and magnitude.
 - b. Students know when an object is subject to two or more forces at once, the result is the cumulative effect of all the forces.
 - c. Students know when the forces on an object are balanced, the motion of the object does not change.
 - d. Students know how to identify separately the two or more forces that are acting on a single static object, including gravity, elastic forces due to tension or compression in matter, and friction.
 - e. Students know that when the forces on an object are unbalanced, the object will change its velocity (that is, it will speed up, slow down, or change direction).
 - f. Students know the greater the mass of an object, the more force is needed to achieve the same rate of change in motion.
 - g. Students know the role of gravity in forming and maintaining the shapes of planets, stars, and the solar system.

Structure of Matter

3. Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements. As a basis for

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understanding this concept:

- a. Students know the structure of the atom and know it is composed of protons, neutrons, and electrons.
- b. Students know that compounds are formed by combining two or more different elements and that compounds have properties that are different from their constituent elements.
- c. Students know atoms and molecules form solids by building up repeating patterns, such as the crystal structure of NaCl or long-chain polymers.
- d. Students know the states of matter (solid, liquid, gas) depend on molecular motion.
- e. Students know that in solids the atoms are closely locked in position and can only vibrate; in liquids the atoms and molecules are more loosely connected and can collide with and move past one another; and in gases the atoms and molecules are free to move independently, colliding frequently.
- f. Students know how to use the periodic table to identify elements in simple compounds.

Earth in the Solar System (Earth Sciences)

4. The structure and composition of the universe can be learned from studying stars and galaxies and their evolution. As a basis for understanding this concept:
 - a. Students know galaxies are clusters of billions of stars and may have different shapes.
 - b. Students know that the Sun is one of many stars in the Milky Way galaxy and that stars may differ in size, temperature, and color.
 - c. Students know how to use astronomical units and light years as measures of distances between the Sun, stars, and Earth.
 - d. Students know that stars are the source of light for all bright objects in outer space and that the Moon and planets shine by reflected sunlight, not by their own light.
 - e. Students know the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and asteroids.

Reactions

5. Chemical reactions are processes in which atoms are rearranged into different combinations of molecules. As a basis for understanding this concept:
 - a. Students know reactant atoms and molecules interact to form products with different chemical properties.
 - b. Students know the idea of atoms explains the conservation of matter: In chemical reactions the number of atoms stays the same no matter how they are arranged, so their total mass stays the same.
 - c. Students know chemical reactions usually liberate heat or absorb heat.
 - d. Students know physical processes include freezing and boiling, in which a material changes form with no chemical reaction.
 - e. Students know how to determine whether a solution is acidic, basic, or neutral.

Chemistry of Living Systems (Life Sciences)

6. Principles of chemistry underlie the functioning of biological systems. As a basis for understanding this concept:
 - a. Students know that carbon, because of its ability to combine in many ways with itself and

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<p>other elements, has a central role in the chemistry of living organisms.</p> <ul style="list-style-type: none"> b. Students know that living organisms are made of molecules consisting largely of carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur. c. Students know that living organisms have many different kinds of molecules, including small ones, such as water and salt, and very large ones, such as carbohydrates, fats, proteins, and DNA.
<p style="text-align: center;"><u>Periodic Table</u></p> <p>7. The organization of the periodic table is based on the properties of the elements and reflects the structure of atoms. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> a. Students know how to identify regions corresponding to metals, nonmetals, and inert gases. b. Students know each element has a specific number of protons in the nucleus (the atomic number) and each isotope of the element has a different but specific number of neutrons in the nucleus. c. Students know substances can be classified by their properties, including their melting temperature, density, hardness, and thermal and electrical conductivity.
<p style="text-align: center;"><u>Density and Buoyancy</u></p> <p>8. All objects experience a buoyant force when immersed in a fluid. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> a. Students know density is mass per unit volume. b. Students know how to calculate the density of substances (regular and irregular solids and liquids) from measurements of mass and volume. c. Students know the buoyant force on an object in a fluid is an upward force equal to the weight of the fluid the object has displaced. d. Students know how to predict whether an object will float or sink.
<p><u>Investigation and Experimentation</u></p> <p>9. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:</p> <ul style="list-style-type: none"> a. Plan and conduct a scientific investigation to test a hypothesis. b. Evaluate the accuracy and reproducibility of data. c. Distinguish between variable and controlled parameters in a test. d. Recognize the slope of the linear graph as the constant in the relationship $y=kx$ and apply this principle in interpreting graphs constructed from data. e. Construct appropriate graphs from data and develop quantitative statements about the relationships between variables. f. Apply simple mathematic relationships to determine a missing quantity in a mathematic expression, given the two remaining terms (including $\text{speed} = \text{distance}/\text{time}$, $\text{density} = \text{mass}/\text{volume}$, $\text{force} = \text{pressure} \times \text{area}$, $\text{volume} = \text{area} \times \text{height}$). g. Distinguish between linear and nonlinear relationships on a graph of data.

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8th

Computers/ Technology
Spanish for Native Speakers 1
In this class, native speakers will develop and improve reading, writing, and grammar skills through various readings, writing assignments, class discussions and group projects while learning to appreciate the depth and diversity of Hispanic culture, both in the United States and abroad. Special attention will be given to spelling, vocabulary of standard Spanish, and accents. Students will also read poetry, short stories, and novels in Spanish.
The objective of this course is to empower the student to use technology and computer skills to achieve success today and in the future. These skills include learning programs such as Word, PowerPoint, and Excel, as well as research and knowledge of the World Wide Web. In addition students will learn to create and design their own personal Web pages.

Community Service/ Leadership
The objective of this course is two-fold. It is to instill a sense of community through service of others, in and outside of school and empower students to develop leadership skills in different capacities. This elective gives opportunities for students to be engaged in an activity to integrate their learning from the academic setting. Through school beautification projects, support for those who are less privileged and work in non-profit organizations, students will increase their personal and social responsibility for the school and their community. Students will also be guided through a Jefferson-discovery of what it means to be a citizen/resident of the United States and why leadership is necessary in this country and community. For this we will look at how public policy functions or has functioned in the world, specifically California and their local community of South Los Angeles.

Visual Art
In art class, students will process, analyze and respond to sensory information through the language and skills unique to the visual arts. They will create, perform, and participate in the visual arts and learn to understand the visual arts in relation to history and culture. In addition, students will respond to, analyze, and make judgments about the visual arts. Lastly, students will connect and apply what is learned in the visual arts to other art forms and subject areas.

Physical Education
The objectives of this course are for students to demonstrate the ability to make healthy choices, responsible personal and social behavior, understand and apply the rules of multiple sports, and how the individual contributions lend themselves to the success of a team. Ánimo Charter Middle School #4 will encourage a physically active lifestyle.

Music
Students will create, perform and participate in music. They will develop an understanding of the historical contribution and cultural dimensions of music, and make connections to other art forms and subject areas.

Dance
Students will create, perform and participate in dance. They will develop an understanding of the historical

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contribution and cultural dimensions of dance, and make connections to other art forms and subject areas.

Conflict/ Peer Mediation

Students will learn how to address conflict in a pro-active manner. Students will achieve an understanding of one another's needs and resolve them through effective communication and problem-solving. This course is meant to promote better understanding between different students on campus, while strengthening a positive culture and community in the school.

Reading

During this twenty minute addition to Period 2 four days a week, students will be given the freedom to read a reading-level appropriate novel of their choice. By including a structured, designated time for reading, students will develop a passion for reading while strengthening their reading, writing, and vocabulary development

Appendix D Ánimo Parent Program Overview

October: Introduction Session	November: PowerSchool Training	December: Homework Study Habits	January: College Knowledge	February: Transcripts
<ul style="list-style-type: none"> Principal welcomes parents. Program explained to 9th grade families. 	<ul style="list-style-type: none"> Need computers Learn to navigate PowerSchool 	<ul style="list-style-type: none"> Review good homework/ study habits Extra hand-outs included 	<ul style="list-style-type: none"> A-G Requirements College Requirements Financial Aid 	<ul style="list-style-type: none"> Parent learns to read their child's transcript. Action plan to get grades up Credit recovery GPA Meet with counselor Graduation requirements
March – Substance Abuse and Depression	April – Healthy Choices	May: Parent feedback and social support	June: Parent Graduation	
<ul style="list-style-type: none"> Drug use types and symptoms Signs of depression/suicide How to communicate with your child Resources in community 	<ul style="list-style-type: none"> Gang Prevention Teen Dating Violence Reproductive health – how to communicate with your child about sex Teen pregnancy STDs/Aids 	<ul style="list-style-type: none"> Parents break out into small groups and provide program feedback Parents are notified of sports, after school programs and leadership opportunities for their child for the new school year 	<ul style="list-style-type: none"> Principal thanks parents Graduating parents receive certificates Buffet dinner provided (optional) 	

Appendix E Ánimo Charter Middle School

Calendar/Calendario 2011-2012



JULY-JULIO 2011 S M T W TH F S 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	AUGUST-AGOSTO 2011 S M T W TH F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	SEPTEMBER-SEPTIEMBRE 2011 S M T W TH F S 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	OCTOBER-OCTUBRE 2011 S M T W TH F S 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
NOVEMBER-NOVIEMBRE 2011 S M T W TH F S 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	DECEMBER-DICIEMBRE 2011 S M T W TH F S 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	JANUARY-ENERO 2012 S M T W TH F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	FEBRUARY-FEBRERO 2012 S M T W TH F S 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29
MARCH-MARZO 2012 S M T W TH F S 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	APRIL-ABRIL 2012 S M T W TH F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	MAY-MAYO 2012 S M T W TH F S 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	JUNE-JUNIO 2012 S M T W TH F S 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

School Holidays and Important Dates--Feriados Escolares y Fechas Importantes

Staff Professional Development/Preparación para Maestros Pupil Free Day/Día Sin Estudiantes	
New Teacher Meeting/Preparación para Maestros	Aug. 10-11
Green Dot Day/Preparación para Maestros	Aug. 15
Staff Development Days/Preparación	Aug. 26-30
Green Dot Days/Preparación para Maestros	Oct. 26 & Mar. 14
Staff Development Day/Preparación para Maestros	Jan. 20
Staff Development Day/Preparación para Maestros	June 22
Holidays/Vacaciones	
Labor Day/Día del Trabajador	Sept. 5
Veteran's Day Holiday/Día de los Veteranos	Nov. 11
Thanksgiving Holiday/Acción de Gracias	Nov. 24-25
Winter Break/Vacaciones de Invierno	Dec. 19-30
Dr. King's Birthday/Día del Dr. King	Jan. 16
Presidents' Day/ Día de los Presidentes	Feb. 20
Spring Vacation/Vacaciones de Primavera	Apr. 2-13
Memorial Day/Día de Recordación	May 28

= Midsemester/Final Exams/Exámenes

= Parent Conferences/Conferencias con los Padres

Minimum Days/Día Corto	
Final Exams/Exámenes Finales	Jan. 17-19 & June 19-21
Parent Conferences/Conferencias con Padres	
CA Standardized Testing/Exámenes Estatales	
Important Dates/Fechas Importantes	
Summer Bridge Program/Escuela de Verano	
Parent Orientation/Orientación de Padres	
Back-to-School Night/ "Regreso a Escuela"	
Open House/	
Midterm Exams/Exámenes Medios	Oct. 24-28 & March 27-30
CA High School Exit Exam/Examen de Salida de la Secundaria	
	12th Grade
	11th Grade
	10th Grade
CA Standardized Testing/Exámenes Estatales	
Report Cards Mailed/Reporte de Calificaciones	

= Staff Development Day/Preparacion para Maestros

= Standardized Testing/Exámenes Estatales

Appendix F Master Schedule

TENTATIVE MASTER SCHEDULE - FALL 2011 - 2012

Teacher	Room	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Special Ed	ROAM	RSP	READING 6 (SPED) (Rm 11)	RSP	READING 8 (SPED) (Rm 12)	Conference	RSP
Special Ed	ROAM	RSP	RSP	READING 7 (SPED) (Rm 10)	Conference	RSP	RSP
English & Social Studies	1	Conference	HUMANITIES 6	WRITING	Conference	HUMANITIES 6	HUMANITIES 6
English & Social Studies	2	Conference	HUMANITIES 6	HUMANITIES 6	HUMANITIES 6	HUMANITIES 6A	HUMANITIES 6B
English & Social Studies	3	HUMANITIES 6	HUMANITIES 6	HUMANITIES 6	DRAMA	HUMANITIES 7	Conference
English & Social Studies	4	HUMANITIES 7	HUMANITIES 7	Conference	DRAMA	HUMANITIES 7	HUMANITIES 7B
English & Social Studies	5	Conference	HUMANITIES 7	HUMANITIES 7	HUMANITIES 7	HUMANITIES 7A	Conference
English & Social Studies	6	Conference	HUMANITIES 7	HUMANITIES 7	Conference	HUMANITIES 8	HUMANITIES 8
English & Social Studies	7	Conference	HUMANITIES 8	DRAMA	Conference	HUMANITIES 8	HUMANITIES 8B
English & Social Studies	8	Conference	HUMANITIES 8	HUMANITIES 8	HUMANITIES 8	HUMANITIES 8A	Conference
English & Social Studies	9	READING 6	READING 6	Conference	READING 6	READING 6	READING 6
Reading (English)	10	READING 7	Conference	READING 7	READING 7	READING 7	WRITING TO PUBLISH
Reading (English)	11	WRITING	WRITING	READING 8	Conference	SPEECH	WRITING
Math	12	ADV GEN MATH	MATH SEM	MATH FND 6	MATH FND 6	Conference	MATH FND 6
Math	13	ALG 1 H	Conference	ESS FOR ALG	ESS FOR ALG	ESS FOR ALG	ESS FOR ALG
Math	14	MATH FND 7	Conference	MATH FND 7	MATH FND 7	PRE-ALG H	MATH FND 7
Math	15	MATH FND 6	MATH FND 6	Conference	MATH FND 7	MATH FND 7	MATH FND 6
Math	16	GEN MATH	GEN MATH	Conference	GEN MATH	GEN MATH	GEN MATH
Math	17	PRE-ALG	PRE-ALG	PRE-ALG	PRE-ALG	Conference	PRE-ALG
Math	18	ALG 1	ALG 1	ALG 1	ALG 1	Conference	ALG 1
Science & Math	19	ESS FOR ALG	Conference	ESS FOR ALG	P SCIENCE	P SCIENCE	P SCIENCE
Science	20	P SCIENCE	P SCIENCE	P SCIENCE	L SCIENCE	L SCIENCE	Conference
Science	21	L SCIENCE	L SCIENCE	L SCIENCE	Conference	E SCIENCE	L SCIENCE
Science	22	Conference	E SCIENCE	E SCIENCE	E SCIENCE	E SCIENCE	E SCIENCE
Technology	23	TECH	TECH	TECH	TECH	Conference	TECH
	24						

Appendix G Discipline Policy

Progression of Disciplinary Procedures

Teachers are responsible for the day-to-day discipline in their classrooms within the understanding that teachers have many different roles beyond just disciplinarian. Teachers work with their students to meet their individual needs of their students and work together to find a common ground in the classroom, to ensure that learning can take place. Disciplinary options available to the teachers include: warning, detention, parent-teacher communication, counseling referral, written assignment, and discipline referral to the Principal.

Teacher Detention

Prior to suspensions and expulsions, students may receive any or all of the following: warnings, detentions, phone calls home, parent conferences, a behavior contract. Any Ánimo Central Middle School teacher may assign a teacher's detention to a student. During detention students may have to write a reflective response about their conduct. Detentions will be held onsite after school. A teacher may elect to hold detention in the classroom or in the designated detention room.

Offenses That May Result in a Teacher's Detention

Teacher and Administrative detention process is the same. As a general rule teachers assign a Teacher Detention for minor classroom misconduct such as: chewing gum, passing notes, making noises, minor inappropriate conflicts with others, or cheating. Repeated violations by individuals will be referred to the Principal. When there is a serious violation of the rules, the student will be referred to the Principal. A serious violation may include any violation listed under Suspension of Expulsion section in this element of the charter petition below.

Administrative Detention

These detentions are typically held after school. During the detention period, students are to sit quietly. No activity such as listening to music, sleeping, etc. is permitted. This detention is served after school and may consist of writing an assignment, sitting quietly in a classroom or assisting with cleaning of the campus. School events, activities or athletics are not valid reasons for missing a detention.

After a student is given a school detention, the student's parent/guardian may be notified by telephone by the Principal or designee. Ánimo Central Middle School will use a progressive discipline system defined in their handbook to intervene in student behavior.

A serious offense may include any violation listed under Suspension or Expulsion section in this element of the charter petition.

Suspension

Suspension is intended to remove the student from peers and the class environment. This separation provides the student time to reflect on his or her behavior and a possible pattern of behavior that will be more positive, as well as to protect the student body as a whole from dangerous and disruptive behavior.

A student serving *on campus suspension* reports to school at the regular time in full uniform. Each teacher will give the student written assignments that he or she must complete under the direct supervision of the Principal or designee. The student will not attend any classes or go out for break. The student will eat lunch in the assigned room.

Whether suspension occurs in school or out, the maximum number of consecutive days a student may be suspended five (5), unless the suspension is extended pending an expulsion hearing with the of the Discipline Review Board. Upon a recommendation of Expulsion by the Principal or designee, the pupil

and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. Students shall not be suspended for more than twenty (20) school days in a year, unless the suspension has been extended pending an expulsion hearing.

Students on suspension pending an expulsion hearing may request that academic work be made available for pick up at the office.

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension/Expulsion Offenses

Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.

- c) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- d) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- e) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- f) Committed or attempted to commit robbery or extortion.
- g) Caused or attempted to cause damage to school property or private property.
- h) Stole or attempted to steal school property or private property.
- i) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- j) Committed an obscene act or engaged in habitual profanity or vulgarity.
- k) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- l) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- m) Knowingly received stolen school property or private property.
- n) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- o) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- p) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- q) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

- r) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- s) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- t) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- w) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code , directed specifically toward a pupil or school personnel.
- x) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

Student Discipline Board

The Ánimo Central Middle School Discipline Review Board (“DRB”) is an advisory committee to the Principal and is comprised of administrator(s) Assistant Principals Counselors and Cluster Directors and teachers. Members of the Board may be nominated, elected, or appointed teachers. The Principal convenes the board when needed, is Chair, and is a non-voting member. It is the responsibility of the Principal to have available all pertinent materials for each gathering.

The DRB convenes when a student commits a serious violation of the discipline code or has broken the terms of his or her particular Contract (Attendance/Academic, Personal, and Disciplinary Probation). The DRB will also consider suspension appeals. The DRB recommends to the Principal its conclusion(s). It may recommend disciplinary action, terms of probation, suspension duration, from the school or expulsion. At least one parent/guardian and the student must be present. The Principal may meet with the DRB for advice and to review and evaluate this discipline policy. All expulsion recommendations must be submitted to Green Dot’s Home Office Discipline Review Panel pursuant to the policy below. Any recommendation of expulsion will be approved only after a hearing by Green Dot’s Home Office Discipline Review Panel. The Green Dot Home Office discipline review panel consists of home office staff, administrators and teachers who are not part of Ánimo Charter Middle School #4.

Mandatory Expulsion

A student may be recommended for expulsion from Ánimo Central Middle School for any of the violations listed above in the section titled: “*Suspension/Expulsion Offenses*”, upon recommendation by the Principal and after a decision by the Green Dot’s Home Office Discipline Review Panel.

It is a federal mandate(Federal Gun Free Schools Act of 1994) that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school. The following violations shall result in an immediate suspension and a recommendation for expulsion:

- Brandishing a knife at another person,
- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal,
- Possession of an explosive (as defined in section 921 of Title 18 of the U.S. Code)
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code., including providing or selling narcotics of any kind (immediate expulsion)and
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 of the California Education Code or committing a sexual battery as defined in subdivision (n) of Section 48900 pf the California Education Code.

A student may not be suspended or expelled for any misconduct unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or occurring within any other school district and that act occurs at any time, including, but not limited to 1) while on school grounds, 2) while going to or coming form school, 3) during the lunch period whether on or off the campus, or during or while going to or coming form a school-sponsored activity.

Authority to Expel

A student may be expelled either by the Ánimo Central Middle School or Green Dot’s Home Office Discipline Review Panel following a hearing before it. The Green Dot’s Home Office Discipline Review Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a

Board member of the Charter School's governing board.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded by the Principal or designee to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

The hearing will proceed as follows:

- Both representatives for the School and the pupil identify themselves.
- The proceedings will be tape-recorded.
- The hearing will be conducted in closed session unless a written request has been made to conduct it in public session.
- Only involved parties are present.
- The School will present its case first, then the case for the pupil will be presented.
- All witnesses will be sworn to tell the truth prior to testifying.
- Brief opening statements will be made by both parties.
- The School will present documentary evidence or witnesses in support of the charges.
- The pupil or representative may then cross-examine any School witness.
- Witnesses other than the parties will be excused upon having provided testimony.
- Upon conclusion of the School's case, the pupil; or representative may then present documents, witnesses, or other evidence in support of his case.
- The School may then cross-examine any witnesses presented by the pupil.
- Following the case presentations, both parties will make closing statements and recommendations.

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The final decision by the Green Dot's Home Office Discipline Review shall be made within ten (10) school days following the conclusion of the hearing.

Appeal Rights

In the case of a suspension, parents and students may appeal a suspension to the Ánimo Central Middle School DRB. The parent may bring witnesses or evidence and provide written responses to the DRB. The DRB will make a recommendation to the principal, who ultimately makes a ruling on whether or not a suspension shall be upheld.

Parents have the right to appeal expulsions and suspensions first to Green Dot Public Schools' management and then finally to the Green Dot Board of Directors. A parent or student must submit a written appeal within 10 days of being informed of the expulsion to Green Dot Management, at which time Green Dot Management, similar in principle to LAUSD's district office, will review the relevant documents, including the findings of fact, the record of the hearing, all evidence presented at the hearing, and meet with the Principal, the Green Dot Home Office Discipline Review Panel, and the student as appropriate.

If Green Dot Management does not support the decision, the student will be returned to school or the Green Dot Home Office Discipline Review Panel may be asked to reconsider its decision with new information. If Green Dot Management supports the decision of the school, that decision can be appealed to the Green Dot Board of Directors; a printed list of the board of directors is accessible and made public knowledge, similar in principle to LAUSD's board of education. The Board of Directors will hear the appeal at the next regularly scheduled board meeting.

Data Collection

Ánimo Central Middle School will collect suspension and expulsion data, which will be available for District review, including the following outcome data:

- Suspensions
- Expulsions and Expulsion Placements
- Reinstatements
- Out of District Expellees

Future Placement

If the student is expelled, Ánimo Central Middle School will assist parents in finding a new placement for an expelled student including advising parents to work with other district schools, and/or private schools to assist with the appropriate educational placement or to work with the Los Angeles County Office of Education for an alternative school placement.

Rehabilitation plans

Pupils who are expelled from Ánimo Central Middle School shall be given a rehabilitation plan upon expulsion as developed by the school's Discipline Review Board at the time of the expulsion order which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Ánimo Central Middle School for readmission. The amount of time is determined by the Discipline Board and will be adhered to.

The Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the Charter School's governing board shall readmit the pupil; unless the Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered.

In the case of a student who has an IEP, or a student who has a 504 Plan, the charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973.

Appendix H. Professional Development Calendar

Professional Development Activity	Frequency	Principal & Assistant Principals	New Teachers	Existing Teachers
		Number of hours		
All Green Dot Day	3 full days per year	21	21	21
95-5 Trainings	1 full day per month	36		
Principal & Assistant Principal Retreat	2 full days per year	14		
Annual Staff Retreat	5 full days per year		35	35
Mid-year Staff Retreat	1 full day per year		7	7
Weekly Staff PD	90 minutes per week		60	60
New Teacher Orientation	2 full days per year		14	
New Teacher Support Meetings	60 minutes per month		10	
Cluster Director Coaching	2x per month, 3 hours each	60		
Key Results	5x per year, 3 hours each	15		
Benchmark Collaboration Data Days	3 full days per year		21	21
Total		146	168	144

APPENDIX I Professional Development Rubric

Green Dot Public Schools Professional Development Rubric						
		Level 1 Not Meeting Standards	Level 2 Partially Meeting Standards	Level 3 Meeting Standards	Level 4 Exemplifying Standards	SCORE
Strategic Design	Shared Goals	<ul style="list-style-type: none">• PD has specific and measurable goals or outcomes.• PD goals align with the goals of the school, including the school's strategic plan.• PD facilitator explicitly communicates expected outcomes, and shares evidence of meeting outcomes by end of PD.				
	Adult Learning Strategies	<ul style="list-style-type: none">• Learning strategies align with intended outcomes, adult learner needs, and content.• Multiple learning strategies are used to provide application of principle to practice.• PD includes best practice demonstration or exemplar modeling.• PD structure supports learners at various stages of implementation and levels of use, and accommodates various adult learning styles, preferences and motivations to learn.				
	Follow-up Support	<ul style="list-style-type: none">• PD facilitator encourages participants to self-assess areas of strength and need relative to PD content, and to reflect upon connection between PD content and personal professional growth goals.• Actionable steps or action plans have been created in collaboration to define next steps for implementation.• Expectations for ongoing support and assessment of progress are outlined and integrated with school follow-up structures (peer observations, administrative observations and feedback, department meetings, new teacher mentors, etc.)				
Modeling Effective Instruction	Quality Teaching	<ul style="list-style-type: none">• Content and delivery of PD models aspects of quality teaching and essential elements of effective instruction, including:<ul style="list-style-type: none">☐ anticipatory/ warm-up activity☐ teaching input☐ modeling☐ multiple checks for understanding☐ guided practice☐ independent practice☐ proving activity☐ closure with opportunity for feedback (exit slip/ ticket)				
	Student Learning Needs	<ul style="list-style-type: none">• PD demonstrates or introduces strategies for differentiating instruction to meet all students' needs, including those students who are English language learners, and/or advanced or special learners.• PD addresses differentiation strategies in: curricular content, instruction, and/or assessment.				
Data	Data Analysis	<ul style="list-style-type: none">• The PD content is aligned with the data-driven needs of the school.• Evidence has been researched and presented to confidently suggest that current PD or strand of PD will produce desired results.• PD facilitator has communicated what data will be reviewed and how frequently it will be reviewed to determine progress toward implementation goal or student performance target.• Data has been disaggregated in a way that is clear, specific and actionable for the area of focus.				
Collaboration	Collaborative Learning Community	<ul style="list-style-type: none">• The PD lesson-design promotes collaboration and group problem solving on issues of importance to student achievement relative to the PD goal.• Collaborative groups are strategic, allowing participants to interact and learn with a variety of colleagues (grade-level, subject alike, etc.).• PD participants are encouraged to provide constructive feedback to one another and engage in reflective dialogue.• Each PD participant has a personal understanding of the role he/she owns in the collaborative implementation of practices outlined in PD and how he/ she will be held accountable for implementation.				
TOTAL						

Appendix J

Public School Choice 2.0 Service Plan for Special Education

Service Provider- Green Dot Public Schools

<u>MCD Outcome</u>	<u>Component</u>	<u>Descriptors</u>
Federal Requirement District Publications and forms are available for use	Search and Serve	<p>Ánimo Central Middle School(“ACMS”)will apply all “Serve and Search” procedures mandated by IDEIA and SELPA regulations in order to identify children who have or are suspected of having a disability and are in need of special education services and related services.</p> <p>Ánimo Central Middle School at the beginning of every year will distribute to all parents the following brochures:</p> <ul style="list-style-type: none">• “Are You Puzzled by Your Child’s Special Needs? (Brochures will be made available in Spanish, Armenian, Chinese, Korean, Russian, Tagalong, and Vietnamese when needed)• “Section 504 and Students with Disabilities” <p>The publications will also be maintained in the school office and made available to parents and staff upon request.</p> <p>Upon enrollment, every parent will be provided with Ánimo Central Middle School comprehensive application form were the parent will be asked to identify if the student requires special education services. The school staff is responsible, if necessary, to help the parent answer the question and ensure that all questions are answered. When the parent identifies that the student requires special education, Ánimo Central Middle School will provide the parent/guardian with the Request for Reasonable Accommodations form in the parent’s language, and a copy will be file in the student’s Special Education Folder (Green Folder). Immediately after the parent/guardian informs Ánimo Central Middle School the student requires special education services, the school will request records by completing the “Charter Welligent Transfer Request Form;” if the student is coming from another district Animo Central Middle School will promptly send a “Request for Records” to obtain records Administrator/coordinator will review current IEP and provide comparable services in consultation with the parents pending an 30-day review IEP. Every month parents will also be provided with the “Special Education Parent Training Calendar” and it will also be displayed in the school main office for parents to be informed of</p>

	<p>workshops/trainings offered by the SELPA.</p> <p>Ánimo Central Middle School will distribute the Complaint Response Unit/Parent Resource Network (CRU/PRN) notification letter once a year to all parents who have student with disabilities in English and any other language identified the Home Language Survey. When a student has been referred for a special education assessment, Ánimo Central Middle School will follow federal, state, and SELPA policy timelines. The school will provide the parent with the following:</p> <ul style="list-style-type: none"> • “Request for Special Education Assessment” Form. In a case where a verbal request is made the school personnel will be responsible to provide the parent with the form and help the parent complete the form. The form will be provided to the administrator for appropriate referral and filed in the student’s cumulative folder. • The parent will be provided with a copy of the “Parents Guide to Special Education Services” including the procedural Rights and Safeguards. • The assigned school psychologist will contact the parent and provide a written response to the request within 15 days of request. When applicable, an Assessment Plan will be attached in the parent language for signature. • Ánimo Central Middle School will display the “Parent Resource Network and will also provide all school staff including teachers, administrators, classified, and support staff with professional development at the beginning of the year that specifies the referral process for students who are suspected of having a disability and are in need of special education services. • Ánimo Central Middle School will run quarterly reports using SSID numbers to double check that all students with disabilities and/or students requiring special education services are accounted for. <p>Ánimo Central Middle School will have a 504 designee who will be in charge of identifying any students who could benefit from a 504 evaluation and the designee will also be responsible to maintain existing 504 plans and monitoring its implementation.</p>
Outcome 2	<p>Intervention Program</p> <p>Upon enrolling, all Ánimo Central Middle School students will be assessed in reading, writing, and math in order to identify the appropriate intervention needed to support their progress in general education standards-based curriculum. All incoming students whose placement assessment scores demonstrate that they require reading or math intervention will be placed in an intervention class. Ánimo Central Middle School will also strategically</p>

	<p>monitor progress through the use of assessment, such as Scholastic Reading Inventories, to determine if the students are responding to intervention or if they are in need of additional supports. Intervention teachers along with the assistance of Math and Literacy coordinators will develop monthly formative assessments so they have interim assessment feedback and data to adjust instruction.</p> <p>Using the RtI model, all students receive the core literacy and math courses as their Tier 1 instruction. In addition core courses students who need more intensive intervention (Tier 2) and support with a lower student to teacher ratio are provided with math and literacy interventions classes. While all classes will differentiate instruction based on student need, the intervention classes will be smaller and more responsive to student need based on the analysis of student data. The cycle of instruction calls for teachers to make adjustments in the support and instruction provided, based on the data from the formative assessments and their progress monitoring. If the student continues to struggle the RtI team will determine if there are specific individual interventions (Tier 3) needed to address the student needs or if a referral to an the Student Success Team is needed to address the student's needs.</p> <p>Literacy intervention classes will utilize programs such as, Gateways, System 44, and Read 180 intervention programs as appropriate. Ánimo Central Middle School will use multiple measures to determine which level of intervention program is most appropriate. Additionally, Ánimo Central Middle School will implement a math intervention class in addition to the General Math class to help student progress in their standards-based class.</p>
Outcome 5, 17, 18	<p>Discipline Foundation Plan and Behavior Support</p> <p>Every student at Ánimo Central Middle School has the right to be educated in a safe environment. This will be achieved through the adoption and implementation of a consistent school-wide positive behavior support and discipline (Safe and Civil). At the beginning of each academic year Ánimo Central Middle School students and parents will be provided with a Parent-Student Handbook which outlines the school's discipline codes, expectations, and discipline, policies addressing the elimination of hostile environments to staff, students, and parents.</p> <p>Ánimo Central Middle School will establish a 3-Tier Approach to support student with disabilities and reduce the number of suspensions:</p> <ul style="list-style-type: none"> • Tier 1 – Universal Instruction and Interventions for All Students

- Tier 2- Selected Instruction and Intervention for some students
- Tier 3: Targeted/Intensive Instruction and Intervention

The discipline procedures and practices will be aligned to those found in the LAUSD Discipline Foundation Policy: School Wide Positive Behavior Support.

Discipline is to be used instructionally and while the use of alternatives to suspension includes the use of consequences, Ánimo Central Middle School will focus on making sure that the student learns what she/he needs in order to prevent the behavior from reoccurring. Teachers will receive Safe and Civil training and be guided to use CHAMPs (Communication, Help, Activity, Material, Participation) to ensure that direct teaching of student expectations is evident in every classroom. CHAMPs is a module within safe and civil and is a method to organize one's classroom discipline. The intention of the program is to teach students clear expectations and use a systematic approach for discipline in order to maximize learning. The theory assumes that when students know what is expected of them, they will behave and the classroom will run smoother. Additionally, school psychologist will work with Safe and Civil team to determine additional Tier 2 interventions to teach skills necessary to provide students with targeted behavioral intervention in a form of workshops that will be around in topics such as: Social Skills and Self-Esteem.

When a student with a disability who receives Special Education services is suspended for the first time, a Disciplinary Review Team will convene to discuss if the student behavior can be addressed with the current supports or if an IEP team meeting is necessary to address the behavior and prevent it from re-occurring. Five or more days of suspension is a serious indicator that the student continues to struggle with behavior that impedes learning. When a student receives a second suspension or accumulates 5 days of suspension, Ánimo Central Middle School will convene a post-suspension IEP to determine if additional supports are needed; this may include but not limited to the addition of Behavior Support Plan, increase academic support, Functional Behavior Assessment, and/or Social Emotional Evaluation. When a student with disabilities reaches 10 days of suspension by the 11th day, Ánimo Central Middle School will follow SELPA and IDEIA guidelines and the school psychologist will conduct a manifestation determination and convene post-suspension IEP to determine additional supports for the student.

Ánimo Central Middle School will have 2 Behavior Intervention Case Managers who will

		<p>be responsible to provide support to both general and special education teachers in developing strategies that support students with disabilities.</p> <p>When a emergency behavior intervention is necessary to prevent a student from endangering oneself or others, Ánimo Central Middle School administrator will complete the “Behavior Emergency Report for Student with Disabilities,” notify parents within 24 hours of the incident, file the report in the student’s cumulative records, and submit a copy to the Support Unit Administrator and the Division of Special Education Behavior Support office.</p> <p>If at any point a student with disabilities is recommended for expulsion in violation of California Education Code the student will be granted all his/her rights under IDEIA and a pre-expulsion IEP including a manifestation determination will be convene with the participation of a school psychologist, BICM, and Green Dot Special Education Program Administrator.</p>
Required For Planning	Description of Student Population	<p>Ánimo Central Middle Schools located in a community where the neighborhood schools suffer from high dropout rates, low standardized test scores, and overcrowding and violence. It is located in a residential, urban, economically challenged area where ethnic distribution in the 90047 zip code is 73.2% of the population is African American and 24.1% Latino. The median household income is \$35,142 and the per capita income is \$14,527. In this community, 20.6% of families and 23.3% of individuals live below the poverty line. This community has historically high levels of poverty and unemployment which have facilitated generational gang affiliations, crime, and violence.</p> <p>Ánimo Central Middle School will provide Special Education support by using a multiple level approached depending on the students’ needs and assessments in order to provide the student with a continuum of placement options.</p>
Outcome 2, 3, 4	Special Education Program Description	<p>Ánimo Central Middle School Special Education Program will provide a combination of consultative, collaborative, and co-teaching support through the general education setting and direct instruction outside the general education classroom.</p> <p>Level 1 – Consultative Special Education Support with general education teachers (Special Education teachers frequently and systematically consults with general education teachers)</p> <ul style="list-style-type: none"> • Special Education Teacher will implement a system and time to provide

	<p>consultation to general education teachers and students.</p> <ul style="list-style-type: none"> • Special Education Teacher will observe classroom instruction, student response to instruction, and provides feedback to general education teacher • Special Education Teacher will shares recommendations with general education teachers for adapted materials, instructional strategies, grading protocols and accommodations • Special Education Teacher will implements a system of student progress monitoring and communicates with general education teacher to adjust instruction and supports based on students IEP. <p>Level 2 – Special Education Support for students <i>within</i> general education classroom (Special education teacher and general education teachers collaborate and jointly deliver instruction)</p> <ul style="list-style-type: none"> • Special education teacher co-plans lessons with general education teachers • Special education teacher and general education teacher jointly deliver instruction through a variety co-teaching models, as appropriate • Special education teacher and general education teacher jointly develop and implement clear teaching roles and responsibilities for each co-teaching model • Special education teacher and general education teacher reflect on effectiveness of co-teaching practices and plan adjustments <p>Level 3 – Special Education Support for students <i>outside</i> the general education classroom (Special education teacher provides instruction in a learning center or Academic Success classroom.)</p> <ul style="list-style-type: none"> • Learning Center or Academic Success has a structure with clear expectations, routines, grading policy, syllabus, course outline, and unit plans which are clearly communicated to students • Learning Center or Academic Success teacher creates lesson plans which include intervention on reading, writing, and math; instruction on organization skills, study skills, self advocacy, and transition • Learning Center or Academic Success includes time allotted to systematically provide support with work from other classes • Learning Center Access: Special education and general education teachers establish a system for students to utilize the learning center on a flexible basis for pull out support, and clearly communicate system to general education teachers and
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	students	<p>Special Day Programs, <i>mild to moderate</i>, will provide students with intensive intervention in the core areas of literacy and math, while also providing support in subjects such as history, science, and electives.</p> <p>Level 4 – Special Day Program, <i>mild to moderate</i> (students with disabilities receive direct instruction in specialized core classes and consultative support for accessing the general education curriculum)</p> <ul style="list-style-type: none"> • Courses have syllabus, course outline and unit plans, clear structures and expectations, routines and grading policies which are clearly communicated to students • Lesson plans and instructional strategies reflect accommodations for students to access instruction • Lesson plans created reflect rigor, student engagement, and high expectations • Special Education teacher establishes regular system/time to provide consultation to general education teachers and monitor progress of students who are mainstream in general education classes. • Special Education teacher has system for utilizing paraprofessional to support instruction in the classroom and for supporting students in the general education setting • Transition services for 14 years old students are provided by special education teacher during advisory, curriculum skills, academic success or other special education class <p>Level 5 – Special Day Program, <i>moderate to severe</i> (students with disabilities receive direct instruction in specialized self-contained classes focusing on functional skills and consultative support for elective classes in general education)</p> <ul style="list-style-type: none"> • Courses have syllabus, course outline and unit plans, clear structures and expectations, routines and grading policies which are clearly communicated to students • Lesson plans reflect modified instructional strategies to support students with learning functional skills and applying the skills in real life contexts
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		<ul style="list-style-type: none"> • Special Education teacher establishes regular system/time to provide consultation to general education teachers and monitor progress of students who are mainstream in general education classes. • Special Education teacher has system for utilizing paraprofessional to support instruction in the classroom, in the general education setting, and on instructional trips • Transition services provided by special education teacher and integrated into all periods of instruction by focusing on functional skills instruction, transition planning and building on student interests and skills <p>Student with disabilities level of support will be determined as an IEP team and will be driven based on student needs and authentic informal/formal assessments.</p>
Outcome 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	<p>Ánimo Central Middle School will develop IEPs according to SELPA and federal guidelines and timelines. The school will provide the parent with written notification 10 days prior to the IEP team meeting using the “Notification to Parent/Guardian to Participate in Individualized Education Program Meeting.” Also, with the invitation to participate the parent will receive the following: “A Parent Guide to Special Education Services,” “The IEP and You” booklet, “ITP and You” for students 14 or older. Additionally, at the meeting the parent/guardian will receive the following brochures: “A Parent’s Guide to Special Education Services,” “Least Restrictive Environment,” and a “Parent Survey.” At the beginning of the IEP meeting the School Administrator/designee will review the parent’s rights.</p> <p>Ánimo Central Middle School will follow the appropriate timelines for conducting annual and three-year review IEPs. When a formal assessment is necessary as a result of an three-year review, re-evaluation, or the parent request for formal evaluation a Welligent generated Assessment Plan in the language requested by the parent (unless clearly not feasible to do so) will be provided to the parent within 15 days of the request/referral. A “Parent’s Guide to Special Education Services” will be included. Additionally, when requested by the parent; all reports will be provided to the parent 4 days prior to the IEP meeting. An IEP will be developed and an IEP team meeting will be held within 60 calendar days of receipt of written parental consent to the assessment plan.</p>

	<p>At anytime when a parent request an IEP meeting the Ánimo Central Middle School will convene the meeting within 30 calendar days of parent written request.</p> <p>At any time when a student who transfers into Ánimo Central Middle School from out-of-district IEP, the school develops an IEP within 30 calendar days of enrollment.</p> <p>The parent will be provided and explain the “Informal Dispute Resolution for IEP disagreements” (IDR) by the administrator when there is a team disagreement. Also, the administrator will provide the parent with the two other forms of formal disagreements which include filing of Due Process or State Mediation. At all times Ánimo Central Middle School administrator will work with the family to ensure that the student needs continue to be met until resolution is reached.</p> <p>In order to guarantee that meaningful participation from staff and all service providers the IEP case manager will provide a meeting notification in advance and provide participants with “staff survey” at the end of each meeting. Also, all staff will receive an update after an IEP meeting was held to update the teachers, administrators, and support staff of plan for the student and make sure that accommodations/modifications are immediately implemented.</p> <p>As mentioned above, when a student has been referred for a special education assessment, Ánimo Central Middle School will follow federal, state, and SELPA policy timelines and will provide the parent with the following:</p> <ul style="list-style-type: none"> • “Request for Special Education Assessment” Form. In a case where a verbal request is made the school personnel will be responsible to provide the parent with the form and help the parent to successfully complete the form. If a request is made in a letter the school will transfer the request to the appropriate “Request for Special Education Assessment” form. The form will be provided to the administrator for appropriate referral and file in the students’ cumulative folder. • The parent will receive a copy of the “Parents Guide to Special Education Services including the procedural Rights and Safeguards <p>The school psychologist will contact the parent and provide written response to the request within 15 days of request. A Welligent generated Assessment Plan will be attached in the parent language (unless clearly not feasible to do so) will be provided for parent consent. A “Parent’s Guide to Special Education Services” will be included. Additionally, when</p>
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requested by the parent; all reports will be provided to the parent 4 days prior to the IEP meeting. An IEP will be developed and an IEP team meeting will be held within 60 calendar days of receipt of written parental consent to the assessment plan.

All staff responsible for implementing the student's program, including substitute teachers, will have access to or a copy of the IEP and clear understanding of academic and behavior accommodations, modifications, support, and services that are documented in the student's IEP.

IEP progress will be documented in Welligent in the goal pages and sent home to the parents at the same time progress reports are issued. In order to document provision and delivery of service the Resource Specialist and any other Designated Individualized Service (DIS) provider will utilize the Welligent Tracker to document services.

Ánimo Central Middle School will establish a Modified Consent Decree team which includes the Principal, Assistant Principal, two general education teachers, special education teacher/s and a staff member with expertise in data analysis and use of data systems including Welligent. The team will meet every time the school receives the MCD report and will collaborate to make adjustments to make sure that the school-wide practices are established to achieve and maintain the outcomes of the MCD. Documentation such as meeting agendas will be filed as evidence of completion of the MCD requirements. Finally, every time a staff member changes positions or leaves the Ánimo Central Middle School the school special education coordinator will update the Welligent Roster and sent to the district for update.

To ensure that Ánimo Central Middle Schools supported in the development and implementation of IEPs, a Special Education Program Coordinator will be assigned to the school. The coordinator is responsible to provide school administrators with monthly compliance reports so that all timelines are met. Also, teachers and school site administrators are trained on IEP meeting best practices to ensure that the students' confidentiality is respected. The school utilizes the Green Dot Special Education Handbook which includes training around compliance, procedures that school is to develop to guarantee that the effective implementation of IEPs, professional development for program organization, technical process to guarantee that all students receive their services, and program development to ensure that supports are provided for student with

		<p>disabilities in the least restrictive environment. Finally, the coordinator utilizes coaching techniques to provide direct support to special education teachers in best practices, behavior management, collaboration practices and compliance to ensure the delivery of a quality program for students with disabilities.</p>
Outcome 10, 18	Procedures for Identification and Assessment of Students	<p>Ánimo Central Middle School will have a Student Success Team in order to provide intervention prior to referring students to special education assessment. The intervention will utilize equivalent guidelines to LAUSD SST process and will also include the participation of school psychologist, general education teachers, administrators, parent, student, and any other staff familiar with student.</p> <p>If a student is referred for special education assessment, Ánimo Central Middle School will follow all federal, state, and SELPA guidelines of the assessment process. The assessment will include multiple assessment measures, results of tests (including primary language tests) administered, test given will be valid for student's evaluation, test results will be a valid reflection of student's skills and aptitudes, if interpreter was used, a statement regarding validity of assessment, basis of making the determination through the assessment, relevant behavior noted during observation of student in an appropriate setting and relationship of that behavior to academic and social functioning, student social, emotional, behavior status as appropriate, educationally relevant health, development, medical findings, determination concerning effects of environmental, cultural, or economic disadvantage. Also, for students suspected of having a learning disability, the psychologist report will identify if there is a significant discrepancy between achievement and ability that cannot be corrected without special education and/or related services and need. All special education assessment will follow LAUSD SELPA guidelines.</p> <p>Ánimo Central Middle School Special Education Program Coordinator will track all referral to ensure the monitoring of referrals by ethnicity.</p>
Outcome 2, 3, 4	Instructional Plan for students using grade level standards	<p>Ánimo Central Middle School guarantees to create a standard-based curriculum that involves data driven approach and the use of differentiated pedagogy so that the needs of student with disabilities can be met in the least restrictive environment.</p> <p>It is the objective of Ánimo Central Middle School to enable pupils to become self-motivated, competent, life-long learners. It is required that all students take courses that are</p>

college-preparatory and are aligned with State Content Standards. All students are required to successfully complete required curriculum credits upon graduation from 8th grade. Our requirements emphasize the traditional subjects of Math, Science, English Language Arts, and Social Studies, as well as a variety of electives, and these subjects will be presented in ways that make them more responsive to the backgrounds and lives of our students. The curriculum is based upon California State standards for each content area, and State-adopted texts are used in all core areas.

Assessment

Adjustments to the curriculum may be made in certain courses as the principals and teachers make adjustments to adapt to the specific needs of their students; especially to address the needs of student with disabilities. The process of adapting curriculum to the specific needs of a student population happens throughout the year as the staff learns more about their students. Typically, teachers will consult with the principal or assistant principal or other teachers as part of the adjustment process for their respective courses.

In order to utilize a data-driven approach to standards-based planning and backward planning to target instruction to student needs; Ánimo Central Middle School will utilize a system that is scientifically proven such as the Northwest Evaluation Association (NWEA) DesCartes-A continuum of Learning. The NWEA assessments use a measurement scale that has proven to be exceptionally stable and over time and the program has a component on each of the following: English Language Arts, Mathematics, Social Studies, and Science. The scale is based on the same modern test theory that aligns student achievement levels with item difficulties on the same scale. The purpose of DesCartes is to help guide instruction based on reports from NWEA Achievement Level Test. The program enhances the teacher's ability to provide targeted instruction for individuals' students or group of students in a Standards-based curriculum.

Students with disabilities who are receiving special education services and are working towards a diploma will be tested with the California Standards Test (CST) and will be provided with accommodations/modifications as prescribed in their IEPs. Additionally, for students who have been recommended to test using the California Modified Assessment (CMA), Ánimo Central Middle School testing coordinator will make sure to review Welligent Testing reports and will plan accordingly so that the student can be tested with the appropriate exam.

		<p>Teacher will be given time to collaborate and designed Standards-based pacing plans through a vertical planning approached so that student be guarantee a curriculum that built from grade to grade (6th grade to 8th grade). Teachers will also using a collaborative approach with educational specialist/Special Education Teachers to ensure that they are including and implementing accommodations/modifications in the general education setting.</p> <p>Bilingual Program</p> <p>The bilingual program at Ánimo Central Middle School will is inclusive and comprehensive in nature. The program will include the support systems for English Language Learners to be provided with support in the acquisition of academic language in English. The inclusion of student in the school program is crucial for students to have access to standards-based curriculum so that they are prepared for college, leadership and life.</p>
Outcome 7A	Instructional Plan for students using Alternate Standards	<p>Ánimo Central Middle Schoolteachers will utilize the Alternate Standards from The Los Angeles County Special Education Alternate Curriculum to design the instructional program for our students with moderate to severe disabilities. Students will work on functional skills in order to foster greater independence in all phases of their lives including job skills and life skills. Ánimo Central Middle School will utilize age appropriate resources and materials which still provide students with practice with assessed skill needs. ACMS will conduct transition assessments with each individual student to determine future transition goals and will plan activities, experiences, and instruction designed around supporting students with meeting their goals.</p> <p>ACMS will have a template for student portfolios which are based on the standards assessed on the CAPA and the standards in the Alternate Curriculum. Teachers will conduct individual assessments using informal assessments to measure the student's proficiency on the skills listed in our portfolio. As the students master the skills, the portfolio will contain evidence of mastery in the form of work samples.</p> <p>Teachers will honor the IEPs that they inherit from the previous school by implementing the accommodations and modifications described. Teachers will note how students respond to the accommodations and modifications in order to plan for necessary adjustments in the</p>

	<p>next IEP or sooner if needed. By using small group instruction with students grouped based on needed skills, teachers will also implement accommodations that students have in common such as: extended time, reduced work load, scaffolds and graphic organizers, directions repeated and restated, frequent prompting and positive reinforcements. By instructing students using the alternate curriculum, teachers will be able to plan instruction based on where students are at in terms of skill level. By keeping accurate records of student performance levels in their individualized portfolios the teacher will be able to provide the appropriate level of challenge while moving a student up sequentially according to the skills that are important to acquire.</p> <p>Ánimo Central Middle Schoolteachers will collaborate with families of students with moderate to severe disabilities so they are aware of their child's progress in mastering skills and making sure they understand the program and the intent of the curriculum. By having strong communication with the families of students with disabilities our intent is to be able to involve them in the instructional planning so they are our partners in helping children grow to their maximum potential.</p> <p>We will have the appropriate number of paraprofessionals on staff to support the level of small group instruction needed to maximize growth for our students with moderate to severe disabilities. Knowing that many students need "additional adult assistance" we will staff our classes with aides to meet the expected needs of our students. Ánimo Central Middle School administration will continually re-evaluate the effectiveness of our supports and the level of individualization needed to ensure student growth in an enriching and safe environment.</p>
Outcome 13	<p>Plan to provide support and services</p> <p>Ánimo Central Middle School will hire their own school psychologist to provide supports for student with disabilities in the areas of: behavior, social-emotional, and academics. The school psychologist will also work closely with administrators and teachers in providing support to implement a Response to Intervention approach and help students with disabilities in the classroom make progress by using multiple tier interventions and constant monitoring of progress.</p> <p>In order to fulfill all related services prescribed in students IEP, Ánimo Central Middle School privately contracts with vendors to provide services. Ánimo Central Middle</p>

		<p>School will contract with a licensed therapist such but not limited to: Language and Speech, Occupational Therapist, Physical Therapist, Adapted PE, etc. Ánimo Central Middle School will make sure that all outside contractors are fully credentialed. Ánimo Central Middle School also will work collaborative with LAUSD through the Fee-For-Service process to provide quality services such as Deaf of Hearing Itinerants, Visually Impaired Itinerants, Audiologists, and Nurses. Ánimo will ensure that all service providers are trained in Welligent Management System and Welligent Tracking System to record service delivery and update IEP Goal Progress. Ánimo Central Middle School also will provide training to all service providers to have IEP development aligned to SELPA guidelines. Ánimo Central Middle School will ensure that all service providers complete assessment within timelines and attend IEP meeting to ensure that the plan addresses the student needs.</p>
<p>Outcome 9 (For programs 14 and older)</p>	<p>Transition Planning Strategies</p>	<p>Students 14 years and older have a completed Individual Transition Plan (ITP) with activities/services aligned to support students post secondary goals in the area of Education/Training, Employment and Independent Living Skills. All students who have an ITP will have at least 2 assessments (i.e. Janis and IDEAS) completed each year to either establish realistic/meaningful post secondary goals or to update post secondary goals already identified. All stakeholders will be involved in 1 of the assessments each year through the completion of the grade level transition assessment rating scale. Student and parent questionnaires/inventories will also be sent home annually to seek input/feedback about interests/desires and goals that can be incorporated into the IEP process. Monthly workshops per grade level that address transition will be conducted by case carriers/transition program administrator to ensure that transition instruction is conducted/implemented in a structured manner. Parents will be invited to the transition IEP meeting in 8th grade to ensure a successful transition to high school occurs.</p>
<p>Federal Requirements</p>	<p>Access to Extra- Curriculum/Non- Academic Activities</p>	<p>Ánimo Central Middle Schools inclusive of student with disabilities. The extra-curricular activities including after school program are accessible to all students. Ánimo Central Middle School staff will ensure that extra-curricular activities and after school coordinators are informed of students' accommodations and modifications. Also they will be provided with training, if necessary, to ensure that students with disabilities have access to the full program and are guaranteed an opportunity to participate and access all activities.</p>
<p>Federal Requirement</p>	<p>Providing Extended School</p>	<p>Recognizing that some students need year round instruction in order to prevent regression of skills, Ánimo Central Middle School will provide Extended School Year (ESY) to those</p>

	Year	<p>students. Ánimo Central Middle Schoolteachers will be instructed on how to identify the need for ESY and to re-evaluate the need at each IEP meeting. By measuring student progress throughout the year and testing for retention of skills after students first demonstrate mastery, teachers will be better able to determine if ESY is needed. IEP teams will also utilize LAUSD guidelines for determining ESY participation in their decision making process. They will make parents aware of the purpose of ESY so they are fully informed and understand the process of having a student participate in ESY.</p> <p>Ánimo Central Middle School will follow a timeline of steps in order to plan for ESY and ensure that ESY is provided for students who need it. Mirroring the LAUSD timelines for informing parents of the ESY dates, having parents fill out ESY applications and selecting staff for teaching and supporting ESY, Ánimo Central Middle School will prepare for ESY well in advance. We will use the Welligent ESY eligibility report to determine which students are eligible; and we will also have each teacher review the IEPs for their students to ensure that students are offered ESY if indicated on their IEPs. We will maintain appropriate staffing ratios so that students receive the support they need to benefit from the ESY experience and administrators will be trained how to prepare for and supervise ESY. School administrators who prepare their budgets in February and March, will budget funds for ESY based on estimates of students who require ESY and the appropriate number of staff needed to support those students.</p> <p>Instruction during ESY will be responsive to student needs by providing high quality intervention based on analysis of student test data. Ánimo Central Middle School will utilize programs such as Gateways, System 44, and Read 180 materials as appropriate and individualize as needed. Teachers and paraprofessionals will lead small groups in order to differentiate instruction and provide extra support in target skills to ensure mastery. Teachers will conduct pre-assessments and post-assessments in order to measure the effectiveness of the ESY instruction and monitor the mastery of target standards.</p>
Federal Court Requirement	MCD Outcomes (To be woven among others)	<p>Ánimo Central Middle School will create a MCD team (i.e. Principal, Assistant Principal, Two General Ed. Teachers, Special Ed. Teacher) and review the school's progress toward meeting the MCD outcomes. Ánimo Central Middle School will review every outcome. Administrators and teachers will utilize the Welligent Accommodation and Modification report to ensure students are participating on the Statewide assessments with the appropriate supports (outcomes 1 and 2). They will regularly analyze their suspension data and utilize the procedures outlined in the Special Education Policy and Procedure manual</p>

	<p>to ensure they are working toward meeting Outcome 5. They will monitor how students are placed in special education and general education classes so that they are always in the least restrictive environment as appropriate (outcomes 6 and 7). Overall, the MCD team will work with the school's Professional Development committee to plan appropriate PD that will support the school meeting the MCD outcomes while also providing the highest quality special education services and supports. A special education program administrator will provide support to the administrators, teachers and school psychologist to ensure timely completion of evaluations (Outcome 11) and provide the support necessary to ensure timely response to complaints and the IDR process. Ánimo Central Middle School commits to the implementation of a Special Education Program that guarantees progress towards the MCD outcomes.</p>
All Outcomes	<p>Professional development for teachers and school site leaders is a critical component of Green Dot's school model and program. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction (Lieberman). Scheduled into the daily routine at Ánimo Central Middle School, professional development opportunities will provide teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide goals.</p> <p>For teachers, professional development activities at Ánimo Central Middle School will be based on the recommended practices of Green Dot, which may include:</p> <ul style="list-style-type: none"> • Teacher buddy program: Once a semester release period for teachers to observe the teaching practices of their "buddy" teacher. • Observation release day: Once a semester full-day release for teachers to observe successful teachers at other Green Dot schools or any successful school. • Annual training/Retreat: An annual 5 – 7 day retreat for school staff to plan for the year and receive professional development. • Mid-year retreat: A half day to 2 day retreat for school staff to evaluate progress, reflect, and adjust the school's plan for the final semester. • Weekly staff development: A late start is provided each week so that a 90 minute professional development period is established. • Department norming days: Department meeting to norm teaching practices.
Professional Development	

- District wide staff development: Green Dot-wide meeting of content teachers to share best practices.
- Professional Development topics will vary dependent on the school's focus, data from assessment and teacher needs. Topics may include any of the following: effective lesson planning; analyzing data to improve instruction; multiple forms of assessment; developing engaging curriculum; and creating culturally relevant pedagogy.

For administrators, a comprehensive professional development program is in place, which includes the following:

- Coaching: Cluster Directors provide individualized coaching sessions for each school site administrator twice a month. These coaching sessions are focused on the supervision of instruction.
- Key Results: Cluster Directors facilitate a Key Results session at one of their schools each month. During these sessions, the principals within the cluster go to another school in the cluster for 3 hours. During this time, the host principal provides a focus question for the session centered on instruction. Principals walk through classrooms with this focus question in mind and provide the host principal with feedback about this focus question. These sessions help principals share ideas with regards to the supervision of instruction and all principals to generate next steps to be taken at their school sites as a result of what they see at the host school.
- 95/5: Based on the belief that principals should spend 95% of their time onsite providing instructional leadership and 5% of their time offsite in Green-Dot wide trainings, 95/5 is a full-day professional development session for principals and assistant principals once a month. These sessions are focused on the themes the cluster directors are most relevant based on their coaching sessions.
- Practices walkthrough: Half day professional development for principals to tour other Green Dot schools and review "artifacts" of high quality instructional practices.
- Principals retreat: 2 day retreat for all principals and Green Dot home office staff. The retreat allows Principals to reflect, evaluate progress and share best practices.

Staff development meetings usually occur each Wednesday morning. Staff development topics will be chosen based on the assessment of student needs and identifying areas of

<p>Outcome 6, 8, 16</p>	<p>Staffing, Operations</p>	<p>improvement as outlined in ACMS annual strategic plan.</p> <p>In order to guarantee that Ánimo Central Middle School will recruit highly qualified teachers are available to students with disabilities, Ánimo Central Middle School utilizes Green Dot's hiring process. The first step of the screening process is that each candidate is asked to complete the Haberman Questionnaire which is made up of 50 questions; the test evaluates the individual's knowledge and skills when it comes to teaching lower income students. After the self-assessment the candidate could move up to the next step which is called "The Star Teacher Interview," the instrument boasts a 95% accuracy rate in predicting which teachers will stay and succeed and which ones will fail or quit. High success rates result from the ability of the scenario-based interview to give a clear picture of the candidate's beliefs about teaching at risk youth, and to predict how a candidate will behave on the job. Which ones will be able to handle the stress? The discipline? The unmotivated students? Those who learn differently?</p> <p>Once the principal reviews the results the candidate will be invited to join a teach-in session which includes teachers, administrators, parents, and students. If the candidate is recommended to move on to the next level the teacher will be able to have a panel interview with administrators to determine if she/he is a good fit to the school.</p> <p>Once a principal makes a decision that she/he would like to bring a candidate on board she/he will e-mail HR and have them pre-qualify the candidate before the candidate is hired. The Credential Specialist verifies that the teacher candidate meets all NCLB credential requirements. The offer is only made if the candidate is able to meet all credential requirements. Every month Green Dot credential specialist checks CCTC website to make sure that all teachers are NCLB compliance and to monitor those who will need to renew within the next 6 month. Teachers receive written notification in advance to make sure that they will be able to renew/clear their credential and continue employment</p> <p>Ánimo Central Middle School resource program will adhere to the 28/1 state mandate caseload of such teachers. Also, Ánimo Central Middle School will adhere to the special education LAUSD SELPA caseload requirements. Ánimo Central Middle School also will make appropriate staffing recommendation of paraprofessionals in each program to guarantee support for students with disabilities in both general and special education setting.</p>
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		<p>All of our schools receive training in record keeping, monitoring of compliance and have classified staff designed to provide support in this area.</p> <p>Ánimo Central Middle School will collaborate with LAUSD nursing department to ensure that a plan is develop to provide health protocols. Ánimo Central Middle School will also work together with the previous schools to make sure that we have a plan to provide specialized equipment when needed. We also work with an independent contractor, Believability, to provide assistive technology support to determine and evaluate the need of additional specialized equipment for our students with such needs.</p>
	Fiscal	<p>Every principal is responsible to approve his/her budget. The principal receives guidance from the Special Education Program Administrator to fulfill the special education plan that is created based on special education student needs. Also, within the budget there is a specific code for special education budget to identify restrictions. Ánimo Central Middle School will work with Green Dot Finance department to adhere to all reporting requirements.</p>
Outcome 14	Parent Participation	<p>Ánimo Central Middle School is committed to ensuring meaningful parent participation through the special education process and the school community. Ánimo Central Middle School will provide parents with a “Home Language Survey” at time of enrollment to identify their preferred language of communication for identification, evaluation, placement, instructions, and re-evaluation for special education services.</p> <p>Ánimo Central Middle School understands the crucial role that parents play in the educational process of students. Therefore, parents are not only encouraged to participate in the IEP process but they are also given incentives to participate. Parents receive volunteer office hours for attending IEP meeting and are also given the opportunity to volunteer during the school year so that they are exposed to the programs at our school. Also, parents with children with disabilities are provided with the opportunity to become part of the School Site Council and any other parent organization at the school site. Also, Ánimo Central Middle School will have a parent coordinator on campus that will serve as a liaison between the school and community. The parent coordinator coordinates activities to involve parents and make sure that they are part of the school team. Parents with student with disabilities will also receive the LAUSD SELPA “special education training calendar” monthly and any other workshops available for parents of students with special</p>

		education services. Ánimo Central Middle School will display the “Parent Resource Network” in a visible place by parents. Also, if there is a complaint at the school, the school administrator is required to provide the parent the contact information of the School Cluster Director or the Special Education Program Administrator in order to launch a formal complaint.
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APPENDIX K Resumes and Job Descriptions of Leadership Team Members

Marco Petruzzi- Chief Executive Officer

EXPERIENCE

2005-Present	Green Dot Public Schools , a charter school management non-profit org. CEO & President	Los Angeles, CA
June 1999-2005	BAIN & COMPANY, INC. , a management consulting firm Partner <ul style="list-style-type: none">Directed several teams in developing strategic and operational recommendations for a multi-billion dollar semiconductor clientAdvised clients in the start-up and acceleration of several internet ventures	Los Angeles, CA
1997-July 1999	BAIN & COMPANY, INC. , a management consulting firm Partner <ul style="list-style-type: none">Manage the development of new business opportunities for Bain BrazilDirected several teams in the development of strategic recommendations for clients in the Consumer Goods and Media and Communications industries	Sao Paulo, Brazil
1994-1997	VALUE PARTNERS BRAZIL , a management consulting firm Principal <ul style="list-style-type: none">Developed strategic recommendations for the turnaround of a major player in the Brazilian packaging industryDeveloped and implemented a change program for largest magazine publisher in Brazil Senior Engagement Manager <ul style="list-style-type: none">Restructured the commercial and distribution network of a large truck and car tire manufacturer	Sao Paulo, Brazil
1993-1994	VALUE PARTNERS ITALIA , a management consulting firm Engagement Manager <ul style="list-style-type: none">Participated in several strategy projects in the auto components and energy distribution sectors	Milan, Italy
1990-1993	McKINSEY & CO. , a management consulting firm Engagement Manager <ul style="list-style-type: none">Developed the commercial strategy for an Italian auto component manufacturer Consultant <ul style="list-style-type: none">Participated in developing strategic recommendations for clients in the steel and oil and gas industries	Milan, Italy
1985-1988	ENICHEM AMERICAS, INC. , a petrochemical distribution company Area Manager <ul style="list-style-type: none">Developed company's presence as a distributor of petrochemical intermediaries in Venezuela, Colombia and Ecuador Business Representative <ul style="list-style-type: none">Traded bulk petrochemicals in the US territory	New York, NY

EDUCATION

1988-1990	COLUMBIA BUSINESS SCHOOL MBA – Finance and Management of Organizational, May 1990 Beta Gamma Sigma Honors and Dean's List	New York, NY
1981-1985	COLUMBIA UNIVERSITY B.S. in Industrial Engineering May 1985	New York, NY

ADDITIONAL INFORMATION

Fluent in Italian, English, Portuguese and Spanish

CRISTINA GILILLAND de JESUS -Chief Academic Officer

EDUCATION

UNIVERSITY OF CALIFORNIA, LOS ANGELES

Doctorate of Education, June 2009

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Masters of Arts, Education Administration and Administrative Credential, August 2003

UNIVERSITY OF CALIFORNIA, LOS ANGELES

Masters of Education and Teacher Credential (English), August 1995

UNIVERSITY OF CALIFORNIA, LOS ANGELES

Bachelor of Arts, English, June 1993

EXPERIENCE

GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA

(5/08 – present)

Chief Academic Officer: Oversee all academic programs, curriculum development, training programs for administrators and teachers, human resources, operations, and security. Oversee the daily operations of 18 public high schools. Coach, mentor and evaluate VP of Education, VP of Human Resources, VP of Operations, Director of Counseling and Services, Director of English Language Development, Director of Special Education and Psychological Services, Director of Security, Director of After School Programs, and Director of Community Programs.

GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA

(10/08 – 5/09)

Chief Operating Officer: Oversaw the daily operations of 18 schools, human resources department, and operations department. Coached, mentored and evaluated 3 principals in residence, 3 cluster directors (area superintendents), VP of Human Resources and VP of Operations.

GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA

(11/06 – 10/08)

Vice President of Curriculum: Oversaw the daily operations of 18 public high schools in Los Angeles. Coached, mentored, and evaluated 3 cluster directors (area superintendents) and 3 principals in residence. Developed protocols for teacher and administrator professional development. Supervised course and curriculum development. Developed recommended practices for administrators in the areas of curriculum, instruction and the supervision of instruction, and professional development.

GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA

(7/06 – 11/06)

Director of Curriculum, Instruction, and Professional Development: Oversaw the daily operations of 10 public high schools. Coached, mentored, and evaluated 10 principals and 10 assistant principals. Developed protocols for teacher and administrator professional development. Supervised course and curriculum development. Developed recommended practices for administrators in the areas of curriculum, instruction and the supervision of instruction, and professional development.

ÁNIMO INGLEWOOD CHARTER HIGH SCHOOL, Inglewood, CA

(6/02 – 7/06)

Principal: Served as leader of start-up charter high school. Hired and supervised staff of 25 teachers and 7 classified staff members. Supervised 525 students in grades 9 – 12. Developed weekly staff development opportunities. Communicated with parents and the community and developed relationships with community organizations. Established policies and procedures for brand-new high school. Supervised the development of standards-based curriculum.

GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA

(6/03 – 7/06)

Mentor Principal: Coached new principals in the areas of the supervision of instruction, culture building, staff development, student discipline, and the evaluation of employees. Provided monthly feedback to principals on staff development meetings and the supervision of instruction. Consulted with Chief Academic Officer on needs of principals. Designed principal professional development workshops. Assisted in the development of district-wide policies and procedures.

LINCOLN MIDDLE SCHOOL, Santa Monica, CA

(9/95 – 6/02)

English, History, and Spanish Teacher: Planned and presented lessons for sixth grade English and History classes and seventh grade Spanish classes. Researched and analyzed course materials. Assessed student progress. Modified tests, learning materials, and teaching strategies for students with special needs. Collaborated with teachers, parents, counselors, and administrators to meet student needs.

CONTRIBUTIONS TO THE EDUCATIONAL COMMUNITY

CONSULTATIONS IN OTHER DISTRICTS, Benson AZ & San Carlos, CA *(2/99, 7/00)*

Consultant/Trainer: Trained teachers in the Benson Unified School District and at the Tierra Linda Charter School in the development of authentic humanities lessons and assessments. Provided teachers with lesson plans, assessments, projects, activities, and student samples. Planned and presented sample lessons for teachers to observe. Consulted with teachers and administrators to enable them to build an innovative humanities curriculum.

COALITION OF ESSENTIAL SKILLS

(1999 – 2001)

Presenter: Presented workshops to help educators develop authentic humanities lessons and assessments. Provided attendees with lesson plans, assessments, projects, activities, and student samples.

TESA, Santa Monica, CA

(11/98 – 4/99)

Trainer: Trained teachers and administrators within the district using TESA (Teacher Expectations and Student Achievement). Developed workshops to help educators become more aware of their own teaching practices and expectations. Helped teachers analyze how their expectations affect their teaching practices and student achievement. Organized follow-up sessions in which educators evaluated their experiences with TESA techniques.

ADDITIONAL LEADERSHIP ROLES

Team/Core Leader *(9/99 – 6/00)*

English/History Department Chair *(5/00 – 6/02)*

Mentor Teacher *(9/97 – 6/98, 9/00 – 6/02)*

Master Teacher *(9/00 – 11/00)*

HONORS/AWARDS

National Board of Professional Teaching Standards Certification – Early Adolescent English/ Language Arts
(November 2001)

Santa Monica Jaycees Outstanding Young Educator Award *(7/01)*

California PTSA Honorary Service Award *(2/00)*

Lincoln Middle School Teacher of the Year *(1996 – 1997)*

SABRINA M. AYALA- CHIEF FINANCIAL OFFICER

SUMMARY

Investment Management Professional with 9 years experience in investment banking, consulting, trading, and community development.

Performed Quantitative Analysis - Customized value metrics, modeled cash flows, and performed regression analysis to support strategic change which contributed to \$1.6 billion increase in market capitalization at ADC Telecommunications.

Built Financial Models - Created models addressing problems specific to highly cyclical industries most notably Millennium Chemicals and Dow Chemicals touted by research analyst as the “most close to perfect model”.

Managed Client Relations - Cultivated relationships with clients’ Senior Management, Board of Directors, and VP- level work teams, solidifying sale of \$1 million, multiphase projects.

Industries Covered – Charter Schools, Chemicals, Consumer Products, Natural Resources, Oils, Pulp & Paper, Telecommunications

PROFESSIONAL EXPERIENCE

GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA

2006 - Present

Chief Financial Officer

Responsible for \$86 million in revenue for Los Angeles’ fastest growing high school charter management organization

- Determining and managing finance and accounting process improvements essential to achieving scalable growth in organization with CAGR of 55%
- Responsible for obtaining facility financing totaling over \$50 Million
- Bringing to market one of the first New Market Tax credit deals by a CMO. Total deals done to date equal over \$34 Million
- Oversee Purchasing, Accounting, Cash Flow & Budget Management and Payroll.

LOW INCOME INVESTMENT FUND, Los Angeles, CA

2005 - 2006

Senior Program Officer, Education

Structured and managed flexible financing products for charter schools in low-income communities throughout California in the \$1 - \$6 million range.

- Developed, presented, and implemented business plan for the Education sector, demonstrating \$2 billion in market potential, aligned company resources to accomplish goals and developed pipeline of deals.
- Managed \$15 million cash flow program representing 60% growth over prior year.
- Within 3 months of employment in new industry presented at various national and statewide conferences.

MERRILL LYNCH & CO., New York, NY

2002 - 2004

Sales and Trading Associate

Demonstrated excellent judgment and impeccable communication skills when recommending immediate trade actions on the NYSE based on current market conditions. Utmost integrity used when executing trades for the arbitrage desk, consumer products, oils, and REITs stocks typically in excess of \$30 million.

- Created tool improving information flow between Equity Sales, Research Sales, and Trading for zero cost.
- Constantly exceeded performance metrics. Only hire to Equity Trading from Summer Associate Class of 100.
- Stocks traded: Bank of America, Anthem, General Mills, Best Buy, Anadarko, Baker Hughes, Valero, Vornado

STERN STEWART & CO., New York, NY

1995 - 2000

Associate (1998-2000), Senior Analyst (1997-1998), Analyst (1995-1997)

Helped start-ups to Fortune 500 companies tackle challenging business problems and drive strategic goals by re-working GAAP to uncover true economic worth using patented process, Economic Value Added®.

- Analyzed business units, identified most valuable divisions and opportunities, devised and negotiated incentive plans to maximize shareholder value.
- Proactively developed training program for new employees, created and sold educational materials for \$500,000, uncovered and negotiated deals with partner firms during 300% growth at Stern Stewart & Co.
- Major clients include: Burger King, Pillsbury, Olin, ADC Telecommunications, MT&T Telecommunications

KIDDER, PEABODY & CO., INC., New York, NY

1994-1995

Analyst

- Analyzed, supported, and structured all stages of a lead managed IPO and high yield debt offering.
- Performed valuation analysis, conducted due diligence, wrote and presented investment committee memoranda.

EDUCATION

KELLOGG SCHOOL OF MANAGEMENT, NORTHWESTERN UNIVERSITY, Evanston, IL

2002

MBA, Majors in Finance and Economics, June 2002

- Eli Lilly Scholar
- Member, Sales and Trading, Finance, and Business with a Heart Clubs

NORTHERN ILLINOIS UNIVERSITY, DeKalb, IL

1994

BS with Honors, Cum Laude, Majored in Finance, Minored in Accounting, Graduate Studies Sports Management

- President, Finance Student Advisory Board; Scholarship, Corresponding Secretary, Delta Gamma Sorority
- Outstanding NIU Woman Graduate, NIU Tuition Waiver, Dean's List, Delta Gamma National Scholarship

LANGUAGES AND INTERESTS

- Fluent in Spanish, knowledgeable in French
- Triathlons, Marathons, Ultra-Marathon, Traveling

KENNETH R. ZEFF -CHIEF OPERATIONS OFFICER

PROFESSIONAL EXPERIENCE

Green Dot Public Schools

Los Angeles, CA

Chief Operating Officer

2009 - Present

Manage operations for leading charter management organization. Green Dot currently operates nineteen high schools in high-need areas of Los Angeles and New York, serving over 8,000 students. Green Dot places more schools on US News and World Report's Best High School list than any other charter operator in the country.

ICEF (Inner City Education Foundation) Public Schools

Los Angeles, CA

Chief Operating and Financial Officer

2007 - 2009

Managed all business and operations for award-winning charter management organization educating over 4,000 minority students in South Los Angeles. CMO operates 15 schools with an annual budget in excess of \$38 million.

Selected Accomplishments:

- Provide structure for rapidly growing operation to allow organization to scale while still maintaining quality and focus on student achievement (operational dashboards, processes and policies, evaluation system, etc)
- Organization grew 2.5x in revenue, students served, and staffing
- 100% of graduating seniors were admitted to college for the past two years in an area plagued by devastating academic results

U.S. Department of Education

Washington, DC

Sr Consultant for Policy Development, Office of the Secretary

2006 - 2007

Appointed as a full-time consultant to manage the development of the Administration's position on No Child Left Behind (NCLB) reauthorization.

- Developed and led process for each office in the Department of Education to present their recommendations for policy changes to NCLB
- Led policy discussions with staff to finalize recommendations to senior leadership, specifically focused on district human resource issues
- Presented recommendations to the Secretary to gain her approval or resolve issues
- Drafted the President's reauthorization policy blueprint, based on decisions developed through the policy creation process

Executive Office of the President

Washington, DC

White House Fellow, Office of Management and Budget

2005 - 2006

The White House Fellowship provides first-hand experience working at the highest levels of the federal government. As the Fellow at the White House Office of Management and Budget, I contributed to the implementation of the President's Management Agenda. Fellows also participate in an education program consisting of roundtable discussions with renowned leaders from the private and public sectors, and trips to study U.S. policy both domestically and abroad.

- Improved Education Program Coordination – Served as a member of the President's Academic Competitiveness Council. The Council's mission is to evaluate the wide range of Federal math and science education programs throughout the government. I served as project manager to ensure the workgroups meet their timelines, milestones

**PROFESSIONAL
EXPERIENCE
(CONTINUED)**

and goals. I led meetings, drafted initial deliverables, and developed strategy with the core team to identify programs that are working to improve math and science education.

- Increased Program Transparency and Focus on Results – Reviewed content for a new ExpectMore.gov which assesses all 1,200 of the government’s programs in plain, straightforward terms for consumption by the general public. Also authored the chapter in the President’s 2007 Budget which describes this initiative.

San Diego City Schools
Broad Foundation Resident

San Diego, CA
2003 – 2005

Assisted the Superintendent in planning and implementing long and short-term District priorities. Awarded one of eleven Broad Foundation Residency’s) to serve a Superintendent of a large urban district for two years. The Broad Residency in Urban Education is a two-year program for private sector executives seeking to ultimately become leaders in education reform.

- Developed Universal Preschool Plan - Designed universal preschool strategic plan to create seats for 3,400 underserved four years olds. Reengineered the \$22 MM early childhood division to improve efficiency and accommodate expansion. Served as Executive Director of the Campaign for Universal Preschool which succeeded in increasing preschool seats by 20%.
- Revamped Crisis Management Plan - Planned, organized, and directed the District’s emergency preparedness strategy. Developed a crisis management plan in conjunction with the Chief of Staff, communications, school security, and other departments.

Deloitte Consulting LLP
Project Manager

Chicago, IL
1994 - 2003

Led process redesign, strategic planning, and financial management initiatives as a management consultant for one of the world’s leading client service firms.

- Improved Operations - Reviewed operations of a regional grocery chain’s (220 stores) front end costs. Developed performance improvement and cost reduction initiatives reducing the grocer’s average customer transaction cost while maintaining or improving customer service. After full implementation, annual savings were estimated to be \$20 MM.
- Streamlined Procurement - Managed the sourcing of one of the nation’s largest office supplies accounts at a financial services company with over \$300 billion in assets. Identified over \$10 million in savings for a \$60 million category.
- Managed Organizational Change - Created a detailed model of new operations that was of the basis for a change in the company’s distribution and procurement strategy. Successfully communicated these broad organizational changes to the company’s 250,000 employees located throughout the country.

- Transformed System of Accounting - Supervised the creation of “true cost” transfer prices for every item in the warehouse and a redesign of many major accounting processes. Communicated these broad organizational changes to all of the company’s 250,000 employees through a combination of trainings and “change-management in a box” tools.
- Reduced Operating Costs - Planned, staffed, and executed cost reduction programs at a leading financial institution. Assembled and led five separate teams in the implementation of over \$2.5 MM in cost reduction initiatives. Created sustainable infrastructure within the organization to maintain these programs.
- Led Valuation and Due Diligence Effort - Developed and maintained cash flow model in coordination with the senior lender that was used both prior to and during bankruptcy. Led financial presentations during the due diligence process that led to the successful sale of the \$20 MM pharmaceutical company.
- Marketing Department Design - Led organizational re-design of a major marketing unit. Analyzed the requirements of the business to better define job roles and expectations. (American Express Internship, 1998)

EDUCATION

Wharton School of Business - University of Pennsylvania

May 1999

MBA with a concentration in Strategic Management

Philadelphia, PA

Earned “Deans' Award for Excellence in Community Service” for founding nonprofit internship fund. Fund exists today and serves about a 10-20 students annually.

University of Michigan

May 1994

B.A. in Economics and Political Science

Ann Arbor, MI

Graduated with academic and leadership honors, including president of honorary society

PUBLIC SERVICE EXPERIENCE

AmeriCorps – One Year Sabbatical from Deloitte Consulting

1996 - 1997

Learning Center Coordinator - VISTA (Volunteer In Service To America) Seattle, WA

The learning center is designed to teach computer literacy and other marketable skills to unemployed members of this Seattle welfare community.

- Developed computer learning center curriculum and marketing plan for low-income housing project
- Built partnership with local schools and community-based organizations to ensure sustainability
- Awarded First Place in AmeriCorps*VISTA annual “call for papers” competition for most significant contribution to the Northwest region

ADDITIONAL INFORMATION

- Traveled to the Middle East and Africa with only the shirt on my back (1999)
- Perform regular shows as part of an Improv troupe in San Diego (2004-05)

MEGAN QUAIL - Vice President of Education

EDUCATION

Ed.D., Educational Leadership, Candidate

DePaul University Chicago, IL

M.Ed., Teaching and Learning, 2000

DePaul University Chicago, IL

- Illinois Type 75 Certificate
- Illinois Type 09 Certificate

B.A., English, 1993

University of Notre Dame Notre Dame, IN

EXPERIENCE

GREEN DOT PUBLIC SCHOOLS

2007-PRESENT

Vice President of Education 2009-present

- Supervise and evaluate Cluster Directors, Director of New Teacher Support and Math Program Coordinator.
- Work with the Green Dot Education Team to interpret, develop, and recommend policies and regulations that govern the overall operation of Green Dot schools.
- Ensure school compliance with local policies and regulations, state requirements, and Green Dot Core Values.
- Plan and provide monthly professional development to principals and assistant principals.
- Collaborate with the Education Team on Green Dot-wide staff development.

Cluster Director (Area Superintendent) 2007-2009

- Supervise and evaluate principals on six Green Dot campuses.
- Plan and provide monthly professional development to principals and assistant principals.
- Collaborate with the Education Team on Green Dot-wide staff development.
- Provide bi-monthly coaching to principals and assistant principals.
- Serve as a liaison between home office and school principals.
- Work with the schools in the cluster to develop community partnerships, formulate a student admissions process including: including recruitment, admissions and registration.
- Recommend budget expenditures and manage fiscal resources.

CIVITAS SCHOOLS

2003-2007

Chief Executive Officer 2004-2007

- Created a non-profit management organization responsible for serving 4 charter campuses with 2100 students in Chicago with a \$15 million budget.
- Duties include the creation and execution of the following: k-12 curricular program, school policies, campus budgeting and financial procedures, organizational structures, accountability systems, personnel hiring and evaluation processes, external relations protocols, student recruitment plans, and student support services.
- Recruited and developed a 6 member Board of Directors.
- Supervised education and operations of CICS Northtown Academy, Basil, and Wrightwood Campuses, specifically focusing on strategic planning, curriculum development, student achievement, budgeting, development, marketing and mission articulation
- Supervise and evaluate campus directors and the executive management team.
- Took over management of CICS Basil Campus in late 2004. Increased the number of students

meeting/exceeding state standards by 31% in two years.

- In 2005, opened CICS Wrightwood Campus to 485 Kindergarten through 5th Grade students on 6 weeks notice. Wrightwood has exceeded national growth expectations on the NWEA assessment this spring.
- Partners with Chicago Charter School Foundation to open two high schools and two elementary (pre-Kindergarten through 8th grade) campuses

Director (Principal), Northtown Academy Campus 2003-2004

- Created the highest achieving non-selective enrollment school in Chicago. Northtown Academy sends over 80% of its students to college – ranked 3rd and 5th in the city in years 2005 and 2006 – only selective enrollment magnet schools achieve higher college placement.
- Highest growth of EPAS scores among any school in Chicago. Highest ACT score of any non-selective enrollment school in Chicago.
- Responsible for facilitating all operations involved with opening a new charter high school, including: hiring faculty and staff; creating and implementing admissions and recruitment processes; implementing a professional development and supervision plan; crafting school policy; monitoring budget processes; implementing a school organizational structure that meets the needs of the community
- Directs the daily operation of a 450 student school while supporting a 60+ member staff

GOOD COUNSEL HIGH SCHOOL Chicago, IL
2003

1996-

Principal 2000-2003

- Directs the daily operation of a 350-student school while supporting a 60+ member faculty and staff to deliver a rigorous college preparatory program
- Led multiple strategic initiatives to restructure the philosophy, infrastructure and academic program to address the needs of a culturally and ethnically diverse learning community
- Provides direction to and facilitates meetings of the Curriculum Committee to assess the effectiveness and chart student outcomes of the curriculum enhancement initiative
- Developed and implements a comprehensive program to supervise and evaluate faculty members resulting in improved student satisfaction ratings as noted in an independent research study
- Manages the development, procurement process, and monitoring of the educational budget.
- Authors grants and seeks federal and state funding where appropriate
- Oversees accreditation process with the NCA and ISBE
- Elected by peers to assume a leadership position on an Archdiocesan wide High School Leadership Committee

Assistant Principal 1998-2000

- Revamped administrative processes consistent with the new mission, policies, and strategic direction
- Partnered with the Curriculum Committee on the development of an articulated scope and sequence
- Guided a school improvement process that involved moving to block scheduling; replacing tracking in the freshman and sophomore divisions with an honors distinction program; creating a comprehensive advisory program focused on social and academic growth; developing a comprehensive counseling program aligned with national standards; and implementing programs to encourage a culture of respectful challenge like the GC Forum and peer mediation
- Managed facilities; supervised maintenance staff; procured all contracts pertaining to plant and operations

- Restructured all extra-curricular activities and supervised faculty moderators in student activities; co-moderated Student Council; Supervised school events; Created the school calendar
- Oversaw the student admissions process, including recruitment, admissions and registration; and scheduling

Teacher, English Department 1996-1998

- Developed and implemented a program to assist at risk learners in reading and language
- Partnered with a fellow teacher to provide tutorial support to all students

Varsity Soccer Coach 1996-1998

WOMEN'S SCHOOLS TOGETHER Chicago, IL

1999-2003

President 2002-2003

- Led the 100 member organization in the development of a regional consortium, a national website, and a collaborative marketing program to brand the concept of women schools
- Managed a \$190,000 budget to implement the activities highlighted above

Vice-President 1999-2001

- Organized a local consortium featuring 50 speakers and 650 participants within budget parameters
- Developed an electronic database to track membership and communications and track payments

ANDERSEN CONSULTING Chicago, IL 1995

Assistant to the Director of Marketing

- Responsible for coordination of worldwide marketing initiatives for Project Eagle
- Edited and wrote marketing documents intended for publication as well as an on-line newsletter intended for internal use

FEDERAL EMERGENCY MANAGEMENT AGENCY Chicago, IL

1993-1994

Disaster Assistance Employee

- Liaison responsible for the coordination and allocation of federal and state relief funds; investigated potential fraudulent claims and identified duplicate applications and rewards
- Trained locally hired staff in all aspects of disaster relief field office operation

RELATED EXPERIENCES

-
- Trinity High School North Central Association (NCA) External Committee Member 2001-2003
 - Archdiocesan Leadership Council Member 2002-2003
 - DePaul University Professional Education Council Member (NCATE) 2003-2006
 - Josephinum High School NCA External Committee member 2007

Kelly Hurley- Cluster Director Locke Family of Schools

PROFILE

As a Cluster Director for Green Dot Public Schools, we successfully transformed a failing an LAUSD high school into eight small charter high schools. Additionally, I was an accomplished middle and high school principal with more than ten years experience in the area of curriculum and instruction. Proficient in all areas relating to leading a school, ranging from curriculum and instruction to interpersonal skills working with faculty, students, parents and the community

WORK HISTORY

April 2007 – Present **Cluster Director/Area Superintendent**
 Green Dot Public Schools **Los Angeles, CA**

Responsibilities:

- Transform a LAUSD high school into eight small high schools
- Facilitate the planning and implementation of a high school transformation
- Organized the facilities, operations and security of the Locke Cluster of Schools
- Oversee eight of 20 Green Dot high schools in Los Angeles
- Provide Instructional Coaching for eight high school principals
- Plan and facilitate professional development training for all Green Dot administrators

Achievements:

- Successfully transformed a failing LAUSD high school into eight small charter schools.
- With the support of a writing committee, established a rigorous writing program to be implemented in the 2009-2010 school year.
- Established a literacy and math committee to create an intensive reading, writing and math program for special education students to be implemented in the 2009-2010 school year.
- Collaborated with high school principals in the Locke cluster to develop a cluster Vision.

July 2003 – June 2007 **High School Principal**
 David Starr Jordan High School **Long Beach, CA**

Responsibilities:

- Provide Instructional Leadership for a staff of 160
- Oversee and evaluate the math department
- Provide professional development for all departments
- Facilitate Professional Learning Communities
- Facilitate the planning and implementation of Small Learning Communities
- Oversee a Small Learning Communities Grant
- Oversee a 21st Century Grant
- Facilitating the writing of the Magnet Schools of America Grant
- Manage a classified staff of 50 to oversee school office, grounds, security and custodial

Achievements:

- Created a school wide action plan that is a model for the district in high school reform
- Collaborated with the school's PLC to develop a new Mission, Vision and Values.
- Trainer of Trainers for SREB Culture and Climate Module to principals and assistant principals in LBUSD
- Successfully implemented Professional Learning Communities
- Increased the number of Small Learning Communities
- Increased the number of students attending Jordan's magnet program.
- Increased achievement scores as measure by the California Standards Test

- Improved the morale of staff and community
- Presenter at the National Staff Development Conference and West Ed on high school reform to educators nationwide
- Established and successfully implemented the Jordan Parent Action Committee
- Created and established the first high school parent center

Aug. 2001 – Jun 2003 **Middle School Principal**
Charles Evan Hughes Middle School Long Beach, CA

Responsibilities:

- Provide Instructional Leadership for a staff of 55
- Maintained the Title I and School Improvement budget
- Improved the morale of the staff and community

Achievements:

- Introduced and began the implementation of middle school Small Learning Communities
- Successfully introduces an African-American Parent Committee to improve student achievement
- Removed a \$95,000 budget deficit in one year

Oct. 1997- Jul 2001 **Middle School Principal**
Hubert Howe Bancroft Middle School Long Beach, CA

Responsibilities:

- Provide instructional leadership for a staff of 50
- Maintained the Title I and School Improvement budget
- Created a culture of climate and trust

Achievements:

- Dramatic increase in student test scores – highest middle school scores in the district
- Improved reading and math programs
- Improved community relations

EDUCATION

Jan 1991 – Jun 1993	Azusa Pacific University GPA 3.75 Masters Degree in Administration	Azusa Pacific, CA
Jun 1989 – Jun 1991	Azusa Pacific University GPA 3.50 Masters Degree in Pupil Personnel Services	Azusa Pacific, CA
Sep 1983 – Jun 1985	California State University, Los Angeles GPA 3.50 Multiple Subject Credential	Los Angeles, CA

SKILLS

- Strong in the Area of Curriculum and Instruction
- Strong Presentation Skills
- Completed training and implementation of Malcolm Baldrige strategies
- President of Association of Long Beach Employee Management
- Represented LBUSD in bargaining negotiations with the Teachers Union

ANNETTE GONZALEZ- FOUNDING FIVE CLUSTER DIRECTOR

Education	August 2003- June 2005	Cal State University, Northridge
	Masters of Arts, Educational Administration	
	September 1992- June 1996	University of California, Riverside
	Bachelors of Arts, English and History	
Credentials	Administrative Credential, Cal State University, Northridge	
	Tier One Preliminary Administrative Credential, June 2005 National Board Professional Teaching Standards Certification Early Adolescent English- Language Arts ,November 2001 Single Subject Clear Credential, University of California, Riverside Authorization: English Supplemental Authorization: History K-9, June 1997	
Professional experience	July 2008 – Current	Green Dot Public Schools
	Cluster Director	
	<ul style="list-style-type: none">• Supervision of administrators in the Founding Five Cluster of Green Dot Public Schools. Provide administrators at five high schools with professional development and bi-weekly coaching to support strategic planning, school improvement and teacher development at the school site.	
	July 2006 – July 2008	Ánimo Inglewood Charter High School
	Principal	
	<ul style="list-style-type: none">• Supervision of teachers and students at AICHS. Provide staff with evaluation, professional development and ongoing support of instruction. Coordinate testing programs, intervention programs and SARB process. Develop parent and community outreach programs.	
	July 2005 – July 2006	Ánimo Inglewood Charter High School
	Assistant Principal	
	<ul style="list-style-type: none">• Supervision of teachers and students at AICHS. Collaborated with Principal on discipline, professional development and parent and community outreach. Coordinated athletic and special education department.	
	August 2002- June 2005	Ánimo Inglewood Charter High School
	Ninth Grade English Teacher	
	<ul style="list-style-type: none">• Created and implemented English curriculum for ninth grade students. Collaborated with grade level and department members on grading,	

instruction and best practices.

July 2004 – August 2004 Ánimo Inglewood Charter High School

Summer School Principal

- Coordinated summer school program for 9th – 11th grade students. Responsibilities included supervision of teaching and office staff, developing master schedule, student discipline and attendance.

September 1997- June 2002 Lincoln Middle School, Santa Monica

Sixth Grade Humanities Teacher

- Created and implemented English and History curriculum for sixth grade students. Collaborated with grade level and core members on lesson plans with a focus on interdisciplinary activities.

Additional professional
activities

Ánimo Inglewood Charter High School

Green Dot Teacher Evaluation System Committee Collaborated with Director of Human Resources, Administrators, Teachers and Union Representatives to develop a new system for Teacher Performance Evaluation.

- **Mentor Teacher, 2002 – 2005-** Coached new teachers in the California Standards for the Teaching Profession. Provided assistance with informal observations, lesson planning and monthly meetings.
- **English Department Chair-** Facilitated weekly department meetings and lesson planning sessions. Collaborated with department members in establishing measurable yearly goals for progress.
- **AMU Site Representative, 2002 – 2005** Participated in monthly union meetings to report back to constituents at school site. Trained by CTA in site representative duties.
- **WASC Coordinating Team** Worked with principal and team to implement the self-study process. Facilitated focus group meetings and assisted in the compilation of data and resources.

Lincoln Middle School

- **Core/ Team Leader** Facilitated weekly team meetings to assess student progress. Coordinated field trips, core activities and parent conferences.
- **School Site Council/ Governance Representative** Served two-year term on school site council. Involved in key decision-making regarding school policy and budget.

EDUCATION:

May, 2003 M.A., Secondary Education –Loyola Marymount University
English Language Arts California Teaching Credential, CLAD
May, 2001 B.A., English – University of Arizona

EXPERIENCE:

July, 2009- Green Dot Public Schools,
Los Angeles, California
Present *Cluster Director (Assistant Superintendent)*

- Coach principals routinely in the ongoing operation of independent charter high schools serving students in Los Angeles, including hiring faculty, developing curriculum, designing professional development, and using data to inform instructional and operational improvement.
- Evaluate school principals routinely in the areas of instructional leadership, people management, resource management, problem-solving and community leadership.
- Create and deliver professional development for school administrators.
- Develop and supervise the Administrators in Residence Program.

January, 2007- Green Dot Public Schools, Green Dot New York Charter High School
New York, New York
Present *Consultant*

- Coach principal routinely in the opening and first years of operation of a new high school serving students in South Bronx, including hiring faculty, developing curriculum, designing professional development, and implementing and supervising summer transitional bridge program in summer 2008.

January, 2007- Loyola Marymount University
Los Angeles, California
December 2008 *Lecturer, Visiting Professor*

- Taught within the *Institute of School Leadership and Administration* Charter School Leaders Fellowship Program, comprised of masters degree candidates, and students pursuing a tier 1 school administration certificate.
 - Vision of Learning for Diverse Students, Families, Staff, & Community
 - Student Learning & Professional Growth for Diverse Students, Families, Staff & Community

July, 2006- Green Dot Public Schools, Ánimo Pat Brown Charter High School
Los Angeles, California
July 2009 *Principal*

- Led stake-holders in the opening of a new high school, serving students in Jefferson High School (LAUSD) attendance area, including hiring faculty and staff, implementing curriculum, establishing operational protocols, managing local budget, and establishing a permanent location over three years.

	Proficient & Advanced CST Achievement						API	CAHSEE 10th Grade Pass Rate		Average Daily Attendance
	ELA	Alg.1	Bio.	Chem.	W.Hist.	USHist.		English	Math	
2006-2007	40%	46%					671			95%
2007-2008	44%	41%	41%		38%		740	77%	72%	94%
2008-2009	42%	48%	56%	47%	40%	54%	745	76%	83%	95%

- In a study published in February 2008, conducted by Just for the Kids- California (JFTK-CA), an affiliate of the National Center for Educational Accountability, Ánimo Pat Brown ranked 1st in California among schools with more than 50% Latino student enrollment for a record 47% proficiency in Algebra 1.
- In 2008, Ánimo Pat Brown was awarded a Charter School Excellence Award by the Siart Foundation.
- In 2009, Ánimo Pat Brown was designated a California Distinguished School.

August, 2005- Los Angeles Unified School District, Alain Leroy Locke High School

Los Angeles, California

June, 2006 *Assistant Principal*

Interim Assistant Principal, Secondary Counseling Services

- Facilitated school-wide conversion from traditional comprehensive high school model to high school complex housing seven semi-autonomous small learning communities
- Built a master schedule that accommodates the unique visions and stages of implementation for seven small learning communities following two different bell schedules , allowing access to common programs and shared services
- Constructed and adjusted the school master schedule to meet the needs of all students , including those requiring special education, English language development, honors and advanced placement, reading and/or mathematics intervention programs or classes
- Coordinated all personal, social, academic, college and career counseling services
- Coordinated school-wide crisis counseling
- Advised and evaluated the English language arts department in curricular development, instruction and assessment
- Regularly supervised, coached and evaluated teachers at the 9th-12th grade levels in various content areas.
- Taught English language arts CAHSEE preparation class for seniors

April, 2004- Los Angeles Unified School District, Alain Leroy Locke High School

Los Angeles, California

August, 2005 *Small School Coordinator*

- Proposed and implemented a new and distinct small learning community, The School of Social Empowerment, serving over 400 students and staffed by sixteen teachers and a school counselor
- Canvassed the South Los Angeles community, recruiting students and families to participate in the new small school development
- Recruited community organizations to sponsor grants and establish service partnerships with students and faculty
- Coordinated progressive discipline plan to support a safe school environment
- Organized campaign to have 100% in-seat attendance for both CAHSEE and CST testing
- Facilitated regular shared-decision making discussions and focus groups around prioritized areas of targeted improvement including student attendance, discipline, intervention curricula, parent involvement, college counseling and mentoring

August, 2002- Los Angeles Unified School District, Alain Leroy Locke High School

Los Angeles, California

August, 2005 *AVID (Advancement Via Individual Determination) Coordinator*

- Implemented the national college preparatory program, AVID, as a successful small learning community within a larger school environment of low achievement
- Administered multiple facets of a successful AVID implementation, including the development of a parental advisory board, a new life skills curriculum infused with AVID methodologies, an articulation arrangement with the middle schools in our feeder-pattern, a college mentor and tutoring program, and a series of parent awareness and education workshops
- Coordinated the efforts of a team of teachers to deliver a college preparatory curriculum designed around the tenets of reading, writing, inquiry and collaboration
- Counseled students to build college pathway programs, meeting the UC and CSU a-g requirements by graduation
- Planned and present professional development for faculty on standards-based planning, incorporating literacy strategies in content area lessons, and utilizing AVID methodologies and strategies in content area classrooms
- Chaired the School Site Council, charged with the development of the School Single Plan and coordination of the Shared-Decision Making, Title I, School Improvement, and Bilingual advisory councils

September, 2001- Los Angeles Unified School District, Alain Leroy Locke High School

Los Angeles, California

June, 2005 *English Language-Arts Teacher*

- Developed and delivered English, AVID (Advancement Via Individual Determination), and Journalism curriculum utilizing current educational theory and strategies to provide differentiated instruction for learners with various needs

June, 2001- Teach for America

Los Angeles, California

June, 2003 *Corps Member*

- Served in national corps of outstanding college graduates who commit to two years teaching in an under-resourced public school, challenged to realize dramatic gains in student achievement and become life-long advocates for equity in educational opportunity

August, 2004- Teach for America

Los Angeles, California

August, 2006 *Secondary English Language Arts Professional Learning Community Facilitator*

- Mentored and coached first and second-year secondary English language arts teachers from various schools in Los Angeles Unified, Compton Unified and Lynwood Unified School Districts

Summer 2002 Qingdao University

Qingdao, China

Master Teacher, English Immersion Summer Program

- Designed and delivered advanced ESL curriculum

- Created and supervised a cultural exchange sub-program within context of curriculum

DISTINCTIONS:

- Board of Directors Vice-Chairperson, One World School, Los Angeles
- College Board Advanced Placement Training in English Literature
- AVID Institute and Regional Staff Developer in College Pathways and AVID Implementation Trainings
- Contributor to the National AVID *Strategies for Success* and *College & Careers* curricula
- Tier I Administrative Credential
- Intermediate Spanish Skills

CEO

ESSENTIAL FUNCTIONS:

- Oversee an outstanding team of professionals in key leadership positions throughout the organization, including COO, CFO, CAO, VP of New School Development and Director of Strategic Planning.
- Create a strategic plan for achieving Green Dot's mission and continuously review the organization's execution against goals in order to adjust the strategy and tactics as necessary
- Connect with stakeholders in target communities to provide visibility and support for their work.
- Forge strong relationships with allies who can support Green Dot's agenda, including leaders inside the partnership districts and members of the broader communities served by those districts
- Provide strong personal leadership within the organization, motivating and supporting all staff members to perform their jobs successfully
- Foster an open-minded, entrepreneurial, and collaborative culture to support creation of new strategies that combine research and policy development, communications, and grassroots organizing to build public demand and political will to improve education
- Raise significant funds from national and local partners to continue opening Green Dot schools.

QUALIFICATIONS:

- A distinguished record of professional accomplishment in organizing or advocacy within or outside of the education sector, including significant leadership or management experience
- Superb strategic thinking and problem-solving skills
- Open-minded, entrepreneurial approach to advocacy work, with very high ability to learn and adapt quickly when confronted with unanticipated obstacles or to move aggressively to capitalize on new opportunities
- Excellent interpersonal and communications skills, including the ability to connect with local stakeholders from a wide variety of backgrounds
- Ability to speak persuasively, both in public and in private, and to craft convincing arguments for change that address concerns of diverse groups of stakeholders
- Ease in building strong partnerships with the philanthropic community.
- Top notch leadership and managerial skills
- Keen sensitivity to the national, state, and local political context within which policies affecting the teacher workforce are situated and capacity to understand policy issues from multiple points of view
- Strong commitment to improving public education and providing students with excellent educational opportunities

Position: Chief Academic Officer

Responsibilities include:

- Improve and further develop Green Dot's recommended best practices for curriculum including recommended textbooks, syllabus, lesson plans, teaching strategies and assessments.
- Develop a comprehensive professional development program for all Green Dot Principals and Teachers
- Manage the student assessment process, school and program evaluations and school improvement initiatives
- Create a system for rolling out Green Dot's education model to allow the organization to scale rapidly without sacrificing quality at its new schools
- Advise LAUSD on how the District can adopt Green Dot's education model at its high schools and potentially work with LAUSD on a partnership to transform the District's large schools into small successful schools using Green Dot's model
- As a part of Green Dot's Executive Management team, make key decisions with the CEO and COO related to the organization's strategy and execution plan
- Evaluate performance of principals at each school site

Qualifications:

- Demonstrated personal commitment to improving urban high schools and driving education reform
- Substantial expertise in secondary education and in-depth knowledge of secondary curriculum, instruction and assessment
- Proven ability to scale an education model with quality across a large number of schools
- Experience as a principal at a successful urban school
- Proven leadership and management skills
- Strategic thinker with proven ability to execute effectively against strategy
- Excellent communication and writing skills
- Must be reflective and constantly open to new ideas and opinions
- Graduate degree in education or related area, Masters or Ph.D preferred
- Experience working in entrepreneurial environment a plus

Title: Chief Operating Officer

The COO must be a consummate team player and creative problem solver who is able to work effectively with limited resources. A sincere commitment to serving low income students throughout California is mandatory. The Chief Operating Officer will demonstrate the passion, integrity and systematic thinking crucial to the continued growth and success of Green Dot. The salary for this position will be \$140,000 - \$155,000 (based on experience), plus up to a 10% bonus.

KEY RESPONSIBILITIES:

- Manage Green Dot's real estate portfolio. Key challenges include:
 - Reducing the overall cost of real estate while addressing growth needs through a variety of strategies (Prop 39, state-funded facilities, conversions, current facility transformations, greenfield sites, etc.)
 - Reducing daily operations and maintenance costs for all facilities
 - Reducing time spent by school administrators managing their facilities
- Developing the next IT platform for Green Dot. Key challenges include:
 - Understanding how to leverage technology to reduce the cost of operations for Green Dot
 - Increasing knowledge sharing across the organization and improve service to schools
 - Developing and executing on an IT roadmap for the next 3-5 years
 - Developing and executing on a Knowledge Management roadmap for the next 3-5 years
- Improving services to schools (food, transportation, security, janitorial, etc.). Key challenges include:
 - Defining a long term plan to provide superior service in all areas within a limited budget
 - Setting service level agreements and redesigning processes to consistently deliver on commitments
- Developing a superior talent pipeline and providing superior services and benefits to all employees. Key challenges include:
 - Assisting the VP of Human Resources and CEO in developing a high performance culture across the organization and maintaining a highly motivated employee force
 - Help managing expectations and negotiations with unions

QUALIFICATIONS:

- Experience in developing and managing a multiple site organization is preferred
- Experience managing senior executives and organizations in the following functions: human resources, information technology, facilities and general operations
- A track record of leading, motivating and developing high performance teams in diverse functions while contributing as an integral member of an executive staff.
- Experience in school operations is helpful.
- Knowledge of public school reform policies in the United States including professional relationships with a network of reform leaders is helpful.
- The executive presence to inspire confidence and passion in both internal and external audiences.
- Strong analytical and critical thinking skills.
- Strong negotiation skills.
- Excellent interpersonal and communication skills (written and oral).
- Ability to quickly build strong interpersonal relationships.
- Must be organized and be able to manage multiple diverse departments.
- Bachelor's degree required, MBA highly preferred.

Chief Financial Officer

Responsible for all of Green Dot's financial management functions including budgeting, financing, accounting, reporting and cash flow management. This position will be an integral part of Green Dot's senior management team and will contribute to developing the organization's overall strategy and growth plans. COO main responsibility will be to ensure that all financial management functions are operated as efficiently as possible so that every available dollar in the Green Dot organization goes directly to school sites and student learning.

ESSENTIAL FUNCTIONS:

Strategic Planning and Budgeting:

- Prepare annual five-year strategic (or other) plan including all relevant financial statements.
- Develop company strategic plan with CEO, COO and Chief Academic Officer.
- Create system and necessary tools for effective school site budgeting. Develop and roll-out extensive training for Principals and Teachers to enable them to manage their budgets and make effective resource allocation decisions.

Finance and Accounting

- Obtain line of credit for Green Dot and manage all financing relationships.
- Obtain necessary financing for the acquisition and development of property. Structure financing and refinancing alternatives with financial institutions.
- Determine most effective processes for accounts payables, accounts receivables, accounting and related functions and implement those processes as appropriate

Real Estate/Operations

- Negotiate real estate and operations contracts in conjunction with VP of Real Estate
- Analyze strategies for present interests and operations and the financial viability of future projects as presented.

Administration and Reporting

- Provide recommendations to functional department heads for improving efficiency in all functional departments throughout the Green Dot Organization
- Ensure that all departments are operating in accordance with an adequate system of internal controls that provides for adequate protection of data and physical assets.
- Prepare certain reports for presentation to management, the Board of Directors, Department Managers, School Sites or others, as appropriate.

Insurance

- Analyze adequacy of current policy coverage. Obtains insurance tailored to specific properties. Prepares annual portfolio review of insurance coverage and workers' compensation exposure.

SALARY RANGE: \$110,000-\$120,000, depending on experience

QUALIFICATIONS:

- Bachelor's degree in business, finance, accounting or a related field. MBA is strongly preferred.
- A minimum of six (6) years' experience in accounting and finance with at least 2 years of finance experience. Experience in a "Big Four" Accounting Firm, investment banking or in a finance department of a high performing organization a plus.
- Strong analytical, problem solving and communication skills.
- Working knowledge of manual and automated accounting systems and well-developed financial analysis capabilities, preferably in a service environment
- Experience in negotiations, executing deals and managing relationships
- Proven history of excellent performance.
- Ability to manage and grow finance and accounting team.

VP of Education

ESSENTIAL FUNCTIONS:

- Ensure achievement of the Green Dot Six Tenets
- Interpret, develop, and recommend policies and regulations that govern the overall operation of Green Dot schools
- Ensure school compliance with local policies and regulations, state requirements, and Green Dot Core Values
- Plan and provide oversight of staff and principal and assistant principal meetings.
- Evaluate cluster directors, literacy program coordinator, and math program coordinator
- Supervise the student expulsion process
- Serve as a liaison between home office and school principals
- Develop community partnerships
- Collaborate with Education Team on staff development for teachers and school leaders
- Recommend budget expenditures and manage fiscal resources
- Investigate and write responses to school concerns and complaints
- Provide leadership to special projects assigned by Green Dot home office

QUALIFICATIONS:

- Valid CA Administrator credential required
- Principal experience required, with demonstrated success in improving achievement and closing the achievement gap (3 years minimum)
- Principal experience at the Secondary level is highly preferred
- Extensive experience in staff development
- Proven record of improving student achievement
- Proven record of improving student achieve by developing and implementing policies and practices that prepare all students, irrespective of socio economic background and English language development, to be college ready upon graduation from high school.
- Demonstrated success in developing and implementing hiring, evaluation, and professional development strategies and activities that ensure a high quality teaching and administrative staff.
- Possesses the political and social skills which contribute to the successful growth of the organization and ensure the maintenance of high quality teaching and learning.
- Possesses an entrepreneurial spirit and an understanding of mission critical business practices which will contribute to Green Dot's success.
- Demonstrated success in aligning curriculum, instruction, technology, and assessment to state standards.
- Able to balance the need for direction at the system level with the need for a strong sense of ownership and responsibility at the school level.
- Is a visionary and an innovator who sets high expectations, leads by example and inspires high quality performance.
- Evidence of success in implementing curriculum and instructional strategies that meet the needs of urban students including English Language Learners.
- Is visible, approachable and communicates effectively with clients and stakeholders.
- Has core values that are consistent with those of Green Dot Public Schools.
- Keeps the interests and needs of student learning as the central focus for the work of the organization.
- Has a passion for achieving the educational mission of the organization.
- Is able to build the capacity of principals to provide high quality teaching and learning aligned with the California standards.
- Is a self starter with a strong sense of personal accountability and responsibility that can work well in a fast paced, entrepreneurial environment
- Willing to continually learn and collaborate with all stakeholders. A very good listener.

Title: Cluster Director/ Area Superintendent
Reports to: Vice President of Curriculum and Instruction
Date: ASAP

This position supervises, coaches and evaluates principals of Green Dot schools. You will be responsible for developing, evaluating, and supporting principals. You will also work on cross-school community relationships that provide services to schools. Being able to work both as part of a team and individually is essential. The salary for this position is \$110,000 - \$130,000 based on experience.

ESSENTIAL FUNCTIONS:

- Ensure achievement of the Green Dot Six Tenets
- Interpret, develop, and recommend policies and regulations that govern the overall operation of Green Dot schools
- Ensure school compliance with local policies and regulations, state requirements, and Green Dot Core Values
- Plan and provide oversight of staff and principal meetings.
- Coach principals and assistant principals
- Evaluate principals
- Serve as a liaison between home office and school principals
- Develop community partnerships
- Collaborate with Education Team on staff development for teachers and school leaders
- Recommend budget expenditures and manage fiscal resources
- Investigate and write responses to school concerns and complaints
- Provide leadership to special projects assigned by Green Dot home office

QUALIFICATIONS:

- Valid CA Administrator credential required
- Principal experience required, with demonstrated success in improving achievement and closing the achievement gap (3 years minimum)
- Principal experience at the Secondary level is highly preferred
- Extensive experience in staff development
- Proven record of improving student achievement by developing and implementing policies and practices that prepare all students, irrespective of socio economic background and English language development, to be college ready upon graduation from high school.
- Demonstrated success in developing and implementing hiring, evaluation, and professional development strategies and activities that ensure a high quality teaching and administrative staff.
- Possesses the political and social skills which contribute to the successful growth of the organization and ensure the maintenance of high quality teaching and learning.
- Possesses an entrepreneurial spirit and an understanding of mission critical business practices which will contribute to Green Dot's success.
- Demonstrated success in aligning curriculum, instruction, technology, and assessment to state standards.
- Able to balance the need for direction at the system level with the need for a strong sense of ownership and responsibility at the school level.
- Is a visionary and an innovator who sets high expectations, leads by example and inspires high quality performance.
- Evidence of success in implementing curriculum and instructional strategies that meet the needs of urban students including English Language Learners.
- Is visible, approachable and communicates effectively with clients and stakeholders.
- Has core values that are consistent with those of Green Dot Public Schools.
- Keeps the interests and needs of student learning as the central focus for the work of the organization.
- Has a passion for achieving the educational mission of the organization.
- Is able to build the capacity of principals to provide high quality teaching and learning aligned with the California standards.
- Is a self starter with a strong sense of personal accountability and responsibility that can work well in a fast paced, entrepreneurial environment and willing to continually learn and collaborate with all stakeholders. A very good listener.

Appendix L Staffing Model and Job Descriptions for Positions

Employee Type	Year	Year 1	Year 2
Teachers	English	3	4
	Math	3	4
	Science	3	4
	Social Studies	2	3
	Spanish	3	3
	Read 180	1	1
	Art	1	1
	Technology	1	1
	RSP	2	2
	<i>Total</i>	<i>19</i>	<i>23</i>
	<i>Ratio</i>	<i>20.0</i>	<i>20.2</i>
Admin/ Counselor	Principal	1	1
	AP	1	1
	Counselor	1	1
	<i>Total</i>	<i>3</i>	<i>3</i>
	<i>Ratio</i>	<i>126.7</i>	<i>154.7</i>
Classified	Office Manager	1	1
	Parent Coordinator	1	1
	Office Assistant	1	1
	Campus Aide	2	2
	<i>Total</i>	<i>4</i>	<i>4</i>
	<i>Ratio</i>	<i>95.0</i>	<i>116.0</i>

Principal Job Description

- Accountable for students' overall academic performance.
- Manage school revenues and expenses to stay within agreed upon budget.
- Available for contact with parents, students and staff to discuss student progress and problems after class, at night or on weekends (via cell phone or in person).
- Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc.
- Maintain professional standards and a school environment that is productive, safe and focused.
- Participate in Green Dot and individual professional development.
- Participate in other events aimed at promoting or developing Green Dot and its schools (i.e. student recruitment).

Teacher Job Description

- Effectively instruct students in assigned content area(s) as prescribed by Green Dot's academic content standards through lecturing, demonstrating, and using audio-visual aids and other materials to supplement presentations with the overall goal of engaging student learning.

- Work as part of interdisciplinary team and within content areas planning and aligning curricula to ensure that instruction follows curriculum guidelines or requirements of state and school.
- Set clear short-term and long-term goals to drive instruction.
- Develop and submit weekly and long range unit plans containing standards, essential questions, assessments and lesson plans; assign lessons and review homework.
- Consistently administer tests to evaluate pupil progress, record results, and issue meaningful reports to inform parents of progress.
- Create and implement student intervention plans when necessary.
- Maintain the school's student management policies and procedures (i.e. attendance records, dress code, etc.) and report to the school administrators when necessary.
- Maintain effective supervision and discipline in the classroom.
- Work with other teachers and administrators to address and resolve student issues.
- Provide necessary accommodations and modifications for growth and success of all students.
- Participate in faculty and professional meetings, educational conferences, and teacher training workshops.
- Lead and participate in student activities such as: sponsoring student activities or student organizations, coaching a sports team, working with parents and the community as part of a committee or group, provide morning or after school supervision, and chaperoning student activities.
- Abide by all state and federal mandates in reporting sexual or physical abuse and neglect.
- Special projects and duties outside of primary teaching responsibility as assigned.

Beyond the principal and teachers, other employees will be hired. Green Dot's recommended staffing model calls for an assistant principal, one or more counselors, an office manager, a parent coordinator, a campus aide, and/or instructional aide; but this is a local decision, so Ánimo Clay Middle School can staff the school as it pleases, so long as it remains within budget. Ánimo Clay Middle School will try to hire its administrative staff from the community, particularly its office manager. It is critical that the office manager and all of the staff develop close relationships to the community members they are serving. The principal of Ánimo Clay Middle School has the discretion to hire other classified personal as needed. The principal will be in charge of reviewing each classified staff member yearly and their salary will be competitive. The administrative staff shall possess experience and expertise appropriate for their position within the school as outlined in their job description.

Assistant Principal Job Description

- Available for contact with parents, students and staff to discuss student progress and problems after class, at night or on weekends (via cell phone or in person).
- Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc.
- Maintain professional standards and a school environment that is productive, safe and focused.
- Participate in Green Dot and individual professional development.

- Participate in other events aimed at promoting or developing Green Dot and its schools (i.e. student recruitment).

Counselor Job Description

- Available for contact with parents, students and staff to discuss student progress and problems after class, at night or on weekends (via cell phone or in person)
- Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc
- Maintain professional standards and school environment that is productive, safe and focused
- Participate in Green Dot and individual professional development
- Participate in other events aimed at promoting or developing Green Dot and its schools (i.e. student recruitment)

Office Manager Job Description

- Arrive to work and any meetings or appointments in a timely manner.
- Maintain professional standards in the office and the school.
- Participate in Green Dot and individual professional development programs.
- Participate in other events aimed at promoting or developing Green Dot and its schools (i.e. student recruitment).

Parent Coordinator Job Description

- Under the direct supervision of the Office Manager, the Parent Coordinator will provide clerical and administrative support to the school's front office.
- Serve as a liaison between the school and families.
- Answer telephone: provide information, take and relay messages, transfer calls.
- Make phone calls to parents to communicate important information.
- Filing and copying.
- Maintain student files.
- Coordinate and assist with lunch service. Call and schedule parent volunteers.
- Greet visitors to the school; determine the nature of their business and direct visitors to destination.
- Process incoming and outgoing mail.
- Additional duties as assigned.
- Track volunteer hours.

Campus Security Guard (Aide) Job Description

- Arrive to work and any meetings or appointments in a timely manner.
- Maintain professional standards and a school environment that is safe and secure for all students and staff.
- Participate in Green Dot and individual professional development programs.
- Participate in other events aimed at promoting or developing Green Dot and its schools (i.e. student recruitment).

Instructional Aide Job Description

The Instructional Aide: Special classification is designed to serve students whose instruction is identified and specified in an Individualized Education Plan (IEP) or Section 504 Service Plan (SP). These students have learning, communication, physical and/or mild to moderate disabilities or other impairments such as emotional disturbances. Incumbents in this class perform a variety of instructional tasks in such areas as reading, writing, and mathematics. The incumbent will be assigned to work with a small group of special education students in a general education classroom.

Credentials, Requirements, and Qualifications of Staff

Principal's Experience & Education Qualifications

- Substantial teaching experience, with a history of improving student achievement.
- Experience working in an urban school setting.
- Prior administrative experience is highly desirable.
- Demonstrated leadership capabilities.
- Proven management and team building skills.
- Experience managing budgets, creating and implementing policies.
- Excellent interpersonal communication and writing skills.
- Experience working in an entrepreneurial environment.
- Relevant Masters or equivalent degree (administrative credential).
- A passion for improving urban schools and driving education reform.
- Knowledge of bilingual education.
- Bilingual (English/Spanish) highly desirable.

Teacher's Qualifications

- Bachelor's Degree plus successful completion of the CBEST and CSET examinations.
- Solid knowledge of subject matter including CA State Standards.
- Excellent verbal and written communication skills are essential.
- CA Single Subject Credential preferred or enrolled in a University Intern Program.
- Passionate about improving public education to help all children reach their dreams.
- Must have a strong ethical base and Ánimo Clay Middle School #1 awareness.

Teachers at Ánimo Clay Middle School shall be required to hold a Commission on Teacher Credentialing (CTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. As CDE and CTE provide interpretations for the requirements for non-core subjects, those interpretations will be followed. Should a qualified candidate not hold a California teaching credential, in order to be hired, he/she must be qualified to apply for either a Short Term Staff Permit (STSP) or a Provisional Internship Permit (PIP). If hired, the candidate must enroll in a credentialing program before the expiration of the permit and apply for an intern credential. At all times, teachers must meet all qualifications to be in compliance with NCLB.

Assistant Principal's Experience & Education Qualifications

- Minimum of 3 years teaching experience, with a history of improving student achievement.
- Experience working in an urban school setting.
- Demonstrated leadership capabilities.
- Proven management and team building skills.
- Excellent interpersonal communication and writing skills.
- Valid CA Administrative Services credential (or in the process of obtaining one)
- Relevant Masters or equivalent degree (counseling background helpful) preferred
- A passion for improving urban schools and driving education reform.
- Knowledge of bilingual education.
- Bilingual (English/Spanish) highly desirable.

Counselor's Experience & Education Qualifications

- Experience working in an urban school setting
- Prior counseling experience (mental health), including DIS Counseling
- Demonstrated leadership capabilities
- Proven management and team building skills
- Excellent interpersonal, communication and writing skills
- MA/MS degree in School Counseling from an accredited college or university
- PPS Credential in School Counseling and Guidance
- Experience with individual and group counseling highly desired
- A passion for improving urban schools and driving education reform

Office Manager's Experience & Education Qualifications

- Minimum of 3 years in an administrative support capacity in a business environment is required. Prior experience within a school setting is desired.
- Minimum of an Associate's Degree or certificate with emphasis in Business Administration is required. (An equivalent combination of training and experience may be substituted for education requirement (two years of experience for every one year of post-secondary education).)
- Bilingual (English/Spanish).

Parent Coordinator's Experience & Education Qualifications

- Minimum of 1 year in an administrative support capacity in an office environment. Prior experience within a school setting is desired.
- High school diploma or general education degree (GED).
- A valid Driver's License and clean record.
- All candidates must pass drug screening and background checks.
- Candidates must be CPR and First-Aid certified.

Campus Security Guard's (Aide) Experience & Education Qualifications

- Minimum of 2 years of experience in security is required. School security experience is preferred but relevant experience in these other fields of security may be considered: government security, industrial security, military, or law enforcement.

- High school diploma or general education degree (GED).
- School Security Certification as required by SB 1626 and Education Code 38001.5.
- A valid Driver's License and clean driving record.
- All candidates must pass drug screening and background checks.
- Must be CPR and First-Aid certified.

Instructional Aide's Experience & Education Qualifications

- The equivalent of graduation from high school and one of the following: Completion of at least two years of study (48 semester units or 60 quarter units) at an institution of higher education, *or* attainment of an Associate of Arts degree or higher degree
- Six months experience working with adolescents/children in a structured environment
- Experience working with adolescents/children requiring a specialized learning environment is preferred. Verifiable supervised experience as a volunteer in a school or related organizational activity may be substituted on an equal basis.
- Any other combination of training and experience that could likely provide the desired skills, knowledge or abilities may be considered, however, experience can not substitute for the required minimum education and a willingness to work collaboratively as an educational team member

Ánimo Clay Middle School will select a staff while complying with State and Federal regulations. Green Dot schools have a rigorous national recruitment process. We advertise or plan to advertise in publications such as Los Angeles Times, Association of California School Administrators, National Association of Secondary Principals, EdWeek, and the Chronicle of Higher Education. We also employ Internet resources such as Ed-Join and MonsterTrak.

Green Dot Public Schools
Board of Directors

Appendix M		Board of Directors List					
	Date	Title	Addressee	Title	Office	Role	
1	inception	Mr.	Steve Barr	Founder	Green Dot Public Schools	Chair Emeritus	
2	09/21/06	Mr.	Ted Mitchell	Chief Executive Officer	New Schools Venture Fund	Secretary	
3	02/17/04	Dr.	Susan Estrich	Robert Kingsley Professor of Law and Political Science	USC Gould School of Law	Board Member	
4	inception	Dr.	Shane Martin	Dean, School of Education	Loyola Marymount University	Chairman	
5	1/20/2010	Mr.	Don Shalvey	Deputy Director, US Program, Education	The Gates Foundation	Board Member	
6	03/15/07	Mr.	Timothy Watkins	President	Watts Labor Community Action Committee	Board Member	
7	03/15/07	Ms.	Charisse Bremond Weaver	President and CEO	The Brotherhood Crusade	Board Member	
8	10/20/2010	Mr.	Brad Rosenberg	Chairman	Imagine L.A.	Board Member	
9	10/20/2010	Mr.	Carlos Alvarez	Preseident, AMU	Green Dot Public Schools, Animo South LA	Board Member	
10	10/20/2010	Ms.	Denita Willoughby	Vice President, External Affairs	AT&T California	Board Member	
11	10/20/2010	Mr.	Paul Miller	Executive Director	Teach for America	Board Member	
12	10/20/2010	Mr.	Ref Rodriguez	Co-Founder	PUC	Board Member	
13	03/14/06	Mr.	Noah Mamet	President	Mamet & Associates	Board Member	

NAME: _____ DATE: _____

INSTRUCTIONAL LEADERSHIP: Using the rating guide below, please rate performance for the following statements:

1 = UNSATISFACTORY (Fails to...)

2 = BELOW BASIC (Shows Minimal Evidence of...)

3 = BASIC (Sometimes...)

4 = PROFICIENT (Regularly...)

5 = ADVANCED (Always...)

Self	Supervisor	Stakeholder	Performance Indicator
			MAINTAINS SCHOOL-WIDE FOCUS ON HIGH STANDARDS OF STUDENT ACHIEVEMENT <ul style="list-style-type: none"> Establishes a culture of academic achievement by regularly celebrating student successes Uses consistent systems of student accountability for discipline and academic achievement Fosters two-way communication with parents and students about individual student progress (progress reports, academic contracts, parent conferences, etc.) Uses consistent systems of accountability to hold all staff accountable for student achievement
			IS KNOWLEDGEABLE OF EFFECTIVE INSTRUCTION, CURRICULUM, AND INTERVENTION IMPLEMENTATION <ul style="list-style-type: none"> Guides the development and implementation of a rigorous college-prep curriculum Implements intervention programs to meet the needs of struggling students Implements appropriate programming and instruction for Special Education students Implements appropriate programming and standards-based instruction for English Learners
			USES DATA TO INCREASE STUDENT ACHIEVEMENT <ul style="list-style-type: none"> Is reflective about his/her practices and uses data to make adjustments as needed Provides staff training and time to analyze student achievement data, draft plans for improvement, and monitor progress toward school-wide SMART goals Implements a variety of student intervention programs and monitors the success of these programs on an ongoing basis through the use of student achievement data Uses multiple data sources to continuously analyze program strengths and weaknesses
			CREATES A LEARNING CULTURE THAT COMMUNICATES “COLLEGE FOR CERTAIN” <ul style="list-style-type: none"> Promotes a school culture that reflects a rigorous academic focus Promotes a school culture in which diversity is recognized and valued Facilitates academic planning with students to ensure they are on track to meet A-G requirements by graduation Ensures that all students receive support in their efforts to apply to appropriate colleges
			EFFECTIVELY COACHES TEACHERS TO IMPROVE INSTRUCTION <ul style="list-style-type: none"> Performs classroom observations regularly and follows them with one-on-one debrief sessions with each teacher at least once a quarter Coaches teachers to effectively differentiate instruction Provides multiple strategies for teachers to reflect on their teaching practices (video observation, peer observation, modeling, etc.) Guides teachers in tracking progress toward the achievement of professional goals
			AVERAGE: INSTRUCTIONAL LEADERSHIP

Appendix N.

Green Dot Public Schools: Leader Evaluation

INSTRUCTIONAL LEADERSHIP

Self	Supervisor
Reflections on Rating:	Reflections on Rating:
Next Steps:	Next Steps:

Appendix N.

Green Dot Public Schools: Leader Evaluation

PEOPLE MANAGEMENT: Using the rating guide below, please rank performance for the following statements:

1 = UNSATISFACTORY (Fails to...)

2 = BELOW BASIC (Shows Minimal Evidence of...)

3 = BASIC (Sometimes...)

4 = PROFICIENT (Regularly...)

5 = ADVANCED (Always...)

Self	Supervisor	Stakeholder	Performance Indicator
			HOLDS EMPLOYEES ACCOUNTABLE FOR RESULTS <ul style="list-style-type: none"> Creates a culture of accountability by setting SMART goals and using data to track progress Conducts thorough and timely formal evaluations of teachers and staff Identifies developing teachers and implements effective plans for measurable improvement Provides honest, accurate feedback that includes actionable recommendations for growth
			BUILDS A COLLABORATIVE, WELL-FUNCTIONING TEAM <ul style="list-style-type: none"> Creates a culture that encourages respectful challenge and a thoughtful exchange of ideas Motivates staff to continuous improvement Creates systemic opportunities for collaboration and ongoing reflection Recruits and hires outstanding staff, dedicated to excellence and Green Dot's mission
			COMMUNICATES WELL WITH STAFF <ul style="list-style-type: none"> Oral communication is clear, concise, thorough and timely Written communication is clear, concise, thorough and timely Actively listens to staff concerns and encourages solution-focused dialogue Exercises appropriate judgment to frame staff and/or individual conversations
			GATHERS INPUT, COLLABORATES, AND PROVIDES LEADERSHIP OPPORTUNITIES AS APPROPRIATE <ul style="list-style-type: none"> Empowers staff to make thoughtful decisions in their area(s) of expertise Exercises appropriate authority and control Consistently exercises good judgment about the appropriate management strategy to use Delegates and collaborates as a way to train and motivate new leaders
			RECOGNIZES AND REWARDS INDIVIDUAL AND GROUP BEHAVIOR <ul style="list-style-type: none"> Systemically recognizes and rewards individual and group successes (public acknowledgement, letters of commendation, etc.) Uses a variety of approaches to recognize excellence Shares school-wide goals with all stakeholders and celebrates success as appropriate Maintains high morale throughout the school year
			AVERAGE: PEOPLE MANAGMENT

Appendix N.

Green Dot Public Schools: Leader Evaluation

PEOPLE MANAGEMENT

Self	Supervisor
Reflections on Rating:	Reflections on Rating:
Next Steps:	Next Steps:

Appendix N.

Green Dot Public Schools: Leader Evaluation

RESOURCE MANAGEMENT: Using the rating guide below, please rank performance for the following statements:

1 = UNSATISFACTORY (Fails to...)

2 = BELOW BASIC (Shows Minimal Evidence of...)

3 = BASIC (Sometimes...)

4 = PROFICIENT (Regularly...)

5 = ADVANCED (Always...)

Self	Supervisor	Stakeholder	Performance Indicator
			MAINTAINS A BALANCED BUDGET <ul style="list-style-type: none"> Creates a budget aligned with educational goals Tracks expenses to ensure that spending is in line with the approved budget Finds creative ways to maximize revenue or minimize costs Creates a culture of financial accountability among staff
			MANAGES RESOURCES EFFECTIVELY <ul style="list-style-type: none"> Implements a plan for student recruitment and retention that meets enrollment goals Identifies strategies to ensure that the school meets ADA goals Prioritizes the adoption of school resources (textbooks, equipment) to maximize student learning experiences Effectively tracks and maintains school resources (e.g., textbooks and equipment)
			MANAGES TIME AND PRIORITIES EFFECTIVELY <ul style="list-style-type: none"> Organizes time around school goals Meets reporting deadlines Facilitates meetings that align with goals, allow for input, and maintain focus Ensures that time is well-spent by staff and students
			ESTABLISHES EFFECTIVE SYSTEMS FOR SCHOOL OPERATIONS <ul style="list-style-type: none"> Creates systems and protocols that are clear and efficient (e.g., field trip approval) Creates policies that are clear, actionable, and aligned with the school's mission Effectively manages school food services, plant and technology operations Creates systems to ensure a safe, secure and clean school environment
			ADHERES TO GREEN DOT, STATE, FEDERAL & DISTRICT (WHERE APPROPRIATE) REGULATIONS, POLICIES AND PROCEDURES <ul style="list-style-type: none"> Adheres to Green Dot, state, federal, and district (where appropriate) regulations, policies and protocols Creates systems and policies to maximize student safety Trains staff to understand and follow regulations, policies and protocols Supports the Home Office in refining and communicating policies
			AVERAGE: RESOURCE MANAGEMENT

Appendix N.

Green Dot Public Schools: Leader Evaluation

RESOURCE MANAGEMENT

Self	Supervisor
Reflections on Rating:	Reflections on Rating:
Next Steps:	Next Steps:

Appendix N.

Green Dot Public Schools: Leader Evaluation

PROBLEM-SOLVING: Using the rating guide below, please rank performance for the following statements:

1 = UNSATISFACTORY (Fails to...)

2 = BELOW BASIC (Shows Minimal Evidence of...)

3 = BASIC (Sometimes...)

4 = PROFICIENT (Regularly...)

5 = ADVANCED (Always...)

Self	Supervisor	Stakeholder	Performance Indicator
			RESOLVES CONFLICT IN A FAIR AND CONSISTENT MANNER <ul style="list-style-type: none"> Creates and fosters systems that allow for respectful challenge Successfully responds to and mediates conflict between and among staff and students Trains staff and students to effectively mediate conflict Successfully manages divergent points of view
			SEEKS OUTSIDE SUPPORT WHEN APPROPRIATE <ul style="list-style-type: none"> Proactively anticipates the need for outside support Secures support from the Home Office and community when appropriate Understands when it is appropriate to take initiative to respond to problems or obstacles Understands when it is necessary to bring in outside support
			IMPLEMENTS AN EFFECTIVE STUDENT DISCIPLINE POLICY <ul style="list-style-type: none"> Implements a clear, progressive, consistent, and fair student discipline system offering positive reinforcement and appropriate consequences for misconduct Trains staff to effectively implement the discipline and rewards systems Systemically reviews data to identify strengths and weaknesses and to implement appropriate interventions Provides students with opportunities to develop as leaders and citizens
			PLANS FOR PERSONAL LEADERSHIP DEVELOPMENT <ul style="list-style-type: none"> Sets the highest standards for his/herself as a leader Reflects on personal performance with the intent to continuously improve Actively seeks to develop new leadership skills and to learn from other GD leaders Demonstrates openness to coaching and feedback from all stakeholders
			PLANS FOR SUCCESS <ul style="list-style-type: none"> Creates processes to achieve high performance in an entrepreneurial environment Anticipates obstacles and engages in short and long-term planning to minimize emergencies Recognizes early signs of problems and creates plans for resolution Follows through diligently with plans and promises
			AVERAGE: PROBLEM-SOLVING

Appendix N.

Green Dot Public Schools: Leader Evaluation

PROBLEM-SOLVING

Self	Supervisor
Reflections on Rating:	Reflections on Rating:
Next Steps:	Next Steps:

Appendix N.

Green Dot Public Schools: Leader Evaluation

COMMUNITY LEADERSHIP: Using the rating guide below, please rank performance for the following statements:

1 = UNSATISFACTORY (Fails to...)

2 = BELOW BASIC (Shows Minimal Evidence of...)

3 = BASIC (Sometimes...)

4 = PROFICIENT (Regularly...)

5 = ADVANCED (Always...)

Self	Supervisor	Stakeholder	Performance Indicator
			CULTIVATES THE SCHOOL'S MISSION, VISION & CORE VALUES <ul style="list-style-type: none"> Deeply understands, embraces, and consistently acts in ways that are aligned with the Green Dot mission, vision and core values Understands, embraces, and continuously works to improve Green Dot expectations for personal and team performance Creates and executes timely, robust, and flexible action plans that respond to school data and align with the school's mission Makes decisions with the Green Dot mission and core values in mind
			ENGAGES PARENTS IN THEIR STUDENTS' SCHOOL EXPERIENCE <ul style="list-style-type: none"> Uses a variety of media to communicate with parents about events, opportunities for involvement, school goals, etc. Uses consistent systems of parent accountability for service hours, student discipline, and student achievement Uses the school site governance committee to solve issues with the school community Establishes systems and protocols for garnering ongoing feedback from parents and makes adjustments as needed
			BUILDS EFFECTIVE COMMUNITY PARTNERSHIPS AND EXTERNAL RELATIONS <ul style="list-style-type: none"> Develops strong working relationships with local businesses, churches, and community groups Nurtures Green Dot's reputation in the community Actively seeks to understand the needs of the local community and works to tailor programs to the needs of students Works with community partners (police, neighborhood councils, etc.) to maintain safe and secure environment at all schools.
			PROMOTES A POSITIVE SCHOOL CULTURE <ul style="list-style-type: none"> Promotes a feeling of community on campus Promotes a safe and civil school culture Provides ample opportunities for students to get involved in a variety of extracurricular activities (sports, clubs, etc.) Creates an environment in which diversity is respected
			IS CUSTOMER-SERVICE ORIENTED <ul style="list-style-type: none"> Consistently responds to parents, student, staff requests and home office in a timely and appropriate manner Deeply understands needs of stakeholders, uses s feedback to plan for improvement, and finds ways to increase stakeholder satisfaction at the school Establishes effective relationships with Green Dot home office staff, sponsoring district, and community groups
			AVERAGE: COMMUNITY LEADERSHIP

Appendix N.

Green Dot Public Schools: Leader Evaluation

COMMUNITY LEADERSHIP

Self	Supervisor
Reflections on Rating:	Reflections on Rating:
Next Steps:	Next Steps:

I have received a copy of my evaluation and had the opportunity to discuss the contents of the evaluation with my evaluator.

Campus Leader Name	Principal Signature	Date
Evaluator Name	Evaluator Signature	Date

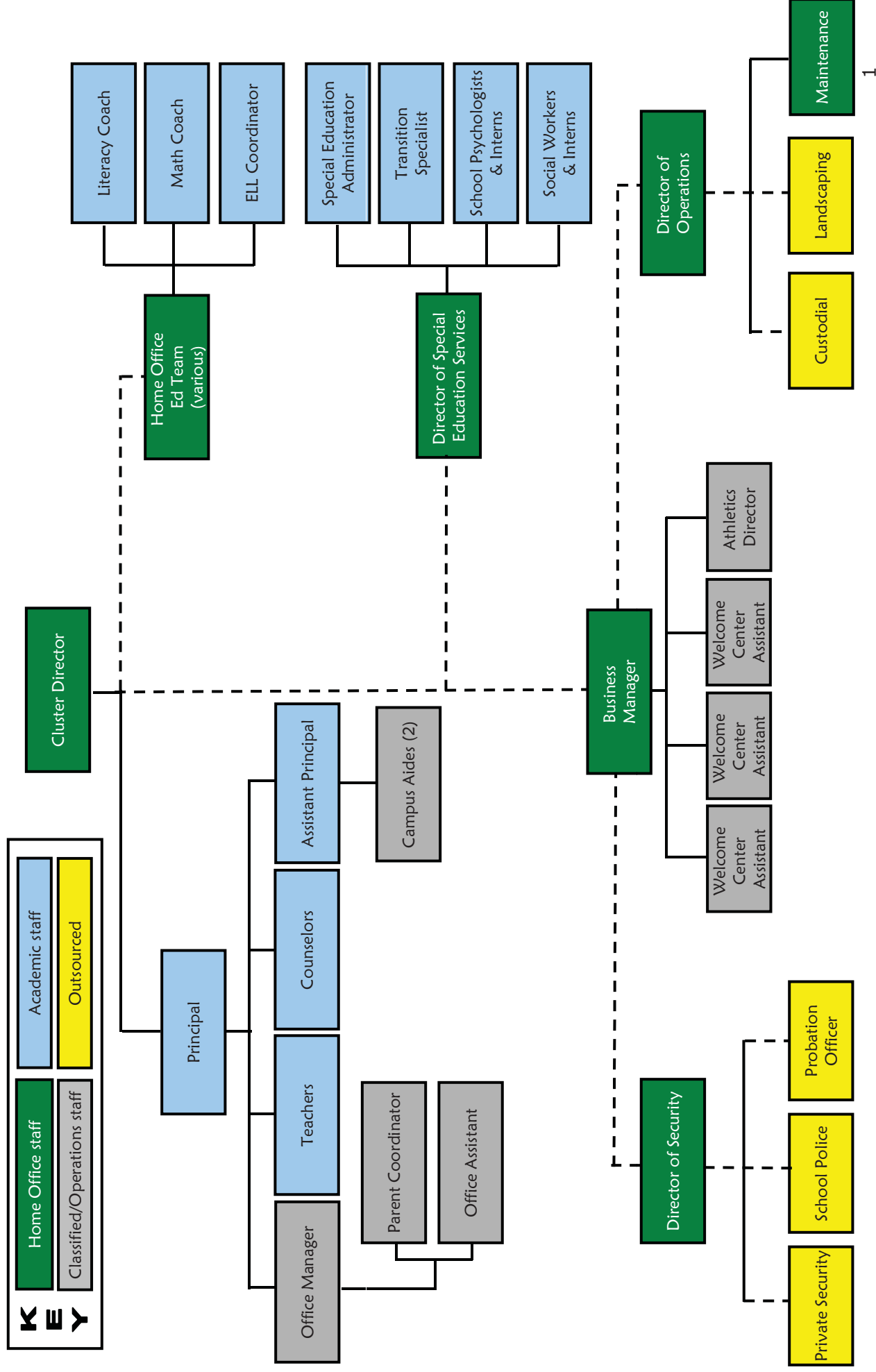
As per Green Dot policy, you have the right to respond to this evaluation in writing within 10 days. This document and any attachments will be placed in your personnel file.

Appendix O Ánimo Central Middle School

		Startup	Year 1	Year 2	Year 3	Year 4	Year 5
Object Code	Description		2012	2013	2014	2015	2016
REVENUES							
Revenue Limit Sources							
8015	General Purpose Entitlement Block Grant						
	Grades 4 - 6	\$ -	\$ 923,799	\$ 942,275	\$ 961,120	\$ 980,343	\$ 999,950
	Grades 7 - 8	\$ -	\$ 1,901,748	\$ 1,939,783	\$ 1,978,579	\$ 2,018,150	\$ 2,058,513
	Total, Revenue Limit Sources	\$ -	\$ 2,825,547	\$ 2,882,058	\$ 2,939,699	\$ 2,998,493	\$ 3,058,463
Federal Revenues							
8290	No Child Left Behind (Title I)	\$ -	\$ 197,350	\$ 201,297	\$ 205,323	\$ 209,429	\$ 213,618
8110	CDE PCS Grant	\$ -	\$ 325,000	\$ 250,000	\$ -	\$ -	\$ -
8190	EESA/Math & Science	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8220	Child Nutrition - Federal	\$ -	\$ 154,294	\$ 154,294	\$ 154,294	\$ 155,836	\$ 157,395
8260-8299	Other Federal Revenues	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total, Federal Revenues	\$ -	\$ 676,644	\$ 605,591	\$ 359,617	\$ 365,265	\$ 371,013
Other State Revenue							
8480	Categorical Block Grant	\$ -	\$ 270,750	\$ 270,750	\$ 270,750	\$ 270,750	\$ 270,750
8321	Special Education - State	\$ -	\$ 231,004	\$ 231,004	\$ 231,004	\$ 231,004	\$ 231,004
8556	State Lottery	\$ -	\$ 67,688	\$ 67,688	\$ 67,688	\$ 67,688	\$ 67,688
8584	EIA	\$ -	\$ 237,017	\$ 237,017	\$ 237,017	\$ 237,017	\$ 237,017
8536	All Other State Revenues	\$ -	\$ 11,991	\$ 11,991	\$ 11,991	\$ 11,991	\$ 11,991
	Total, Other State Revenues	\$ -	\$ 818,450	\$ 818,450	\$ 818,450	\$ 818,450	\$ 818,450
Other Local Revenue							
8660	Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8699	Fundraising	\$ 250,000	\$ -	\$ 175,000	\$ 75,000	\$ -	\$ -
8700	Other Grants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8710	All Other Local Revenues	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total, Local Revenues	\$ 250,000	\$ -	\$ 175,000	\$ 75,000	\$ -	\$ -
	TOTAL REVENUES	\$ 250,000	\$ 4,320,641	\$ 4,481,099	\$ 4,192,766	\$ 4,182,208	\$ 4,247,926
EXPENDITURES							
Certificated Salaries							
1100	Teacher Salaries	\$ 16,825	\$ 1,599,840	\$ 1,631,837	\$ 1,664,474	\$ 1,697,763	\$ 1,731,718
1170	Substitute Teacher Salaries (4% of Teacher Salaries)	\$ -	\$ 63,994	\$ 65,273	\$ 66,579	\$ 67,911	\$ 69,269
1200	Certificated Pupil Support/Teacher Aide Salaries	\$ -	\$ 62,424	\$ 62,424	\$ 63,672	\$ 64,946	\$ 66,245
1300	Certificated Supervisor and Administrator Salaries	\$ 15,575	\$ 187,000	\$ 190,740	\$ 194,555	\$ 198,446	\$ 202,415
1900	Other Certificated Salaries	\$ -	\$ 48,163	\$ 48,163	\$ 49,126	\$ 50,109	\$ 51,111
	Total, Certificated Salaries	\$ 32,400	\$ 1,961,421	\$ 1,998,437	\$ 2,038,406	\$ 2,079,174	\$ 2,120,758
Classified (non-certificated) Salaries							
2100	Instructional Aide Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2200	Non-certificated Support Salaries	\$ -	\$ 93,106	\$ 93,106	\$ 93,106	\$ 94,969	\$ 96,868
2300	Non-certificated Supervisor and Administrator Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2400	Clerical and Office Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2900	Other Non-certificated Salaries (IT support, etc.)	\$ -	\$ 7,000	\$ 10,000	\$ 14,000	\$ 18,000	\$ 18,000
	Total, Non-certificated Salaries	\$ -	\$ 100,106	\$ 103,106	\$ 107,106	\$ 112,969	\$ 114,868
Employee Benefits							
3101-3302	STRS/PERS/OASDI/Medicare (10.2%-Certificated;16.87%-Classified)	\$ -	\$ 197,600	\$ 201,552	\$ 205,583	\$ 209,695	\$ 213,889
3401-3402	Health and Welfare Benefits	\$ -	\$ 156,203	\$ 159,327	\$ 162,513	\$ 165,764	\$ 169,079
3501-3502	Unemployment Insurance	\$ -	\$ 20,160	\$ 20,563	\$ 20,974	\$ 21,394	\$ 21,822
3601-3602	Workers' Compensation Insurance	\$ -	\$ 19,525	\$ 19,916	\$ 20,314	\$ 20,720	\$ 21,135
3701-3702	Retiree Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total, Employee Benefits	\$ -	\$ 393,488	\$ 401,358	\$ 409,385	\$ 417,573	\$ 425,924
Books and Supplies							
4100	Approved Textbooks and Core Curricula Materials	\$ -	\$ 22,800	\$ 22,800	\$ 22,800	\$ 22,800	\$ 22,800
4200	Books and Other Reference Materials	\$ -	\$ 20,200	\$ 20,200	\$ 20,200	\$ 20,200	\$ 20,595
4300	Materials and Supplies	\$ -	\$ 30,920	\$ 30,920	\$ 30,920	\$ 30,920	\$ 30,920
4400	Non-capitalized Equipment(computers, printers, servers)	\$ -	\$ 26,649	\$ 26,649	\$ 26,649	\$ 26,649	\$ 27,182
4700	Food	\$ -	\$ 185,846	\$ 185,846	\$ 185,846	\$ 185,846	\$ 185,846
	Total, Books and Supplies	\$ -	\$ 286,414	\$ 286,414	\$ 286,414	\$ 286,414	\$ 287,342
Services and Other Operating Expenditures							
5200	Travel and Conferences	\$ -	\$ 4,952	\$ 4,952	\$ 4,952	\$ 5,051	\$ 5,152
5300	Dues and Memberships	\$ -	\$ 4,850	\$ 4,850	\$ 4,850	\$ 4,350	\$ 4,350
5400	Insurance	\$ -	\$ 38,097	\$ 38,097	\$ 38,097	\$ 39,240	\$ 40,417
5500	Utilities and Housekeeping Services	\$ -	\$ 105,000	\$ 105,000	\$ 105,000	\$ 105,000	\$ 105,000
5600	Rentals, Leases, Repairs, and Noncap. Improvements	\$ -	\$ 646,147	\$ 646,147	\$ 646,147	\$ 658,805	\$ 671,715
5800	Professional/Consulting Services and Operating Expend.	\$ -	\$ 49,746	\$ 49,746	\$ 49,746	\$ 50,741	\$ 51,756
5900	Communications (Phones, ISP, Internet)	\$ -	\$ 38,945	\$ 38,945	\$ 38,945	\$ 40,756	\$ 40,756
	Total, Services/Other Operating	\$ -	\$ 887,737	\$ 887,737	\$ 887,737	\$ 903,942	\$ 919,146
Capital Outlay							
6100-6170	Land and Land Improvements			\$ -	\$ -	\$ -	\$ -
6200	Buildings and Improvements of Buildings			\$ -	\$ -	\$ -	\$ -

6300	Books and Media for New Libraries			\$ -	\$ -	\$ -	\$ -
6400	Equipment (computers, servers, etc. over \$5,000)			\$ -	\$ -	\$ -	\$ -
6490	Furniture	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6500	Equipment Replacement			\$ -	\$ -	\$ -	\$ -
	Total, Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Other Outgo						
7281	All Other Transfers	\$ -	\$ 244,658	\$ 247,456	\$ 239,738	\$ 239,831	\$ 239,924
7350	District Oversight (1%-3%) 1% set as default	\$ -	\$ 34,010	\$ 34,010	\$ 34,010	\$ 34,010	\$ 34,010
7438	Debt Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total, Other Outgo	\$ -	\$ 278,668	\$ 281,466	\$ 273,748	\$ 273,841	\$ 273,934
	TOTAL EXPENDITURES	\$ 32,400	\$ 3,907,834	\$ 3,958,519	\$ 4,002,797	\$ 4,073,913	\$ 4,141,973
	Cash Reserve Requirement (5% of Categorical and Block Grants)	\$ -	\$ 154,815	\$ 2,826	\$ 2,882	\$ 2,940	\$ 2,998
	Excess of Revenues over Expenditures and Reserve	\$ 217,600	\$ 257,992	\$ 519,755	\$ 187,087	\$ 105,355	\$ 102,955
	Beginning Cash Balance (less reserves)	\$ -	\$ 217,600	\$ 374,549	\$ 877,582	\$ 1,039,554	\$ 1,144,909
	Net Cash Balance	\$217,600	\$ 475,592	\$ 877,582	\$ 1,039,554	\$ 1,144,909	\$ 1,247,864
	Cumulative Reserve Total	\$ -	\$ 154,815	\$ 157,640	\$ 160,522	\$ 163,462	\$ 166,461
	Deferrals		\$ (101,043)	\$ -	\$ -		
	Total Cash Balance Including Reserves	\$ 217,600	\$ 529,364	\$ 1,035,222	\$ 1,200,076	\$ 1,308,371	\$ 1,414,325

Appendix P Organizational Chart



RESTATED BYLAWS
OF
GREEN DOT PUBLIC SCHOOLS
A California Nonprofit Public Benefit Corporation

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RESTATED BYLAWS
OF
GREEN DOT PUBLIC SCHOOLS
A California Nonprofit Public Benefit Corporation

ARTICLE I
NAME

The name of this corporation is **GREEN DOT PUBLIC SCHOOLS**.

ARTICLE II
OFFICES

SECTION 1 **Principal Executive Office.** The principal executive office of this corporation is hereby fixed and located at 350 South Figueroa Street, Suite 213, Los Angeles, CA 90071. The Board of Directors (herein called the "Board") is hereby granted full power and authority to change said principal executive office from one location to another. Any such change shall be noted on the Bylaws opposite this Section, or this Section may be amended to state the new location.

SECTION 2 **Other Offices.** Branch or subordinate offices may at any time be established by the Board at any place or places.

ARTICLE III
OBJECTIVES AND PURPOSES

The objectives and purposes of this corporation shall be:

SECTION 1 **General Purposes.** The general purposes of this corporation are to receive, invest, and utilize funds and property acquired from local, state and federal governments and through the solicitation of contributions, donations, grants, gifts, bequests and the like in order to promote education, lessen the burdens of government and promote social welfare. The corporation is organized exclusively for charitable, religious, scientific, literary or educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provision of any future federal tax law (sometimes hereafter referred to as the "Code"). Despite any other provision in these articles, the corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that do not further the purposes of the corporation, and the corporation shall not carry on any other activities not permitted to be carried on by (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Code, or the corresponding provision of any future federal tax law.

SECTION 2 **Specific Purpose.** The specific purpose of this corporation is to establish, oversee and administer public schools, including charter schools, and to foster an educational environment in which such schools can best promote the interests of their students.

ARTICLE IV
NONPROFIT AND NONPARTISAN ACTIVITIES; NONDISCRIMINATION POLICY

This corporation has been formed under the California Nonprofit Public Benefit Corporation Law for the purposes described above, and it shall be nonprofit and nonpartisan. No substantial part of the activities of this corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation (except to the extent permitted under Section 501(h) of the Internal Revenue Code of 1986, as amended, or the corresponding provision of any future federal tax law, provided that this corporation has made an election under said section of said Code), and this corporation shall not participate or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office or for or against any cause or measure being submitted to the people for a vote.

This corporation shall not, except in an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes described above.

ARTICLE V
DEDICATION OF ASSETS

This corporation is not organized, nor shall it be operated, for pecuniary gain or profit and it does not contemplate the distribution of gains, profits or dividends and is organized solely for nonprofit purposes. All of the property of this corporation is irrevocably dedicated to charitable, scientific, or educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code, and no part of the net earnings, net income or assets of this corporation shall ever inure to the benefit of any officer, director or member thereof or to the benefit of any private individual. Upon the dissolution or winding-up of this corporation, any and all funds and assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be paid or distributed exclusively to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes meeting the requirements of Section 214 of the California Revenue and Taxation Code and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provision of any future federal tax law, as the Board of Directors of this corporation may then determine. In no event shall any funds, property or assets of this corporation as shall exist upon the winding-up and dissolution of this corporation be paid directly or indirectly to any director or officer of this corporation or to any person related to such officer or director, but shall be disbursed only in accordance with the limitations herein-above contained.

If this corporation holds any assets in trust, or a corporation is formed for charitable purposes, such assets shall be disposed of in such manner as may be directed by decree of the superior court of the county in which this corporation has its principal office, upon petition therefore by the Attorney General or by a person concerned in the liquidation, in a proceeding to which the Attorney General is a party.

ARTICLE VI **MEMBERSHIP**

This corporation shall have no members. Any action which would otherwise require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights, duties and obligations which would otherwise vest in the members shall vest in the Board.

ARTICLE VII **DIRECTORS**

SECTION 1 **Powers.** Subject to the provisions of the Articles of Incorporation, of these Bylaws, and of the California Nonprofit Corporation Law, the business and affairs of this corporation shall be managed and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the day-to-day operation of the business of this corporation to a management company or other person or committee however composed, provided that the business and affairs of this corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board shall have the following powers in addition to the other powers enumerated in these Bylaws:

- (a) To select and remove all the other officers, agents, and employees of this corporation, prescribe the powers and duties for them as may not be inconsistent with law, or with the Articles or these Bylaws, fix their compensation, and require from them security for faithful service.
- (b) To conduct, manage, and control the affairs and business of this corporation and to make such rules and regulations therefore not inconsistent with law, or with the articles of incorporation or these bylaws, as they may deem best.
- (c) To adopt, make, and use a corporate seal, and to alter the form of such seal from time to time as in their judgment they may deem best.
- (d) To assume obligations, enter into contracts, including contracts of guarantee and suretyship, borrow money and incur indebtedness for the purposes of this corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, or other evidences of debt and securities therefore; provided, however, that any such action shall not constitute a "prohibited transaction" within the meaning of the Code.
- (e) To change the principal executive office or principal business office in the State of California from one location to another; to cause this corporation to be qualified to do business in any other state, territory, dependency or country and to conduct business within or outside the State of California;

and to designate any place within or outside the State of California for the holding of meetings of the Board.

SECTION 2 Number of Directors. The number of directors shall be not less than three (3) nor more than twenty-five (25) with the exact number to be determined from time to time by the Board, provided that one non-voting seat shall be reserved, at all times, for the Representative selected by the sponsoring district pursuant to California Education Code Section 47604(b).

SECTION 3 Election and Term of Office. The directors shall be elected by a vote of a majority of the Board. Each director's position shall be identified by a number beginning with the number one and continuing through the total number of directors (for example, 1 through 15). For directors elected in 2009, those directors elected by an even number shall serve until 2010 and those directors identified by an odd number shall serve until 2011. Thereafter, all elected directors shall serve for two-year terms, with even-numbered positions to be filled in even-numbered years and odd-numbered positions to be filled in odd-numbered years.

SECTION 4 Resignation and Vacancies. Any director may resign effective upon giving written notice to the Chairperson of the Board, if any, the President, the Secretary or the Board, unless the notice specifies a later time for the effectiveness of such resignation. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective. Except on notice to the California Attorney General, no director may resign when this corporation would then be left without a duly elected director or directors in charge of its affairs.

Vacancies in the Board, including those existing as a result of a removal of a director, shall be filled by the unanimous vote of the remaining directors, although less than a quorum of the Board, or by a sole remaining director at any regular or special meeting of the Board. Provided that there remains at least one (1) director, the Board shall not be obligated to fill a vacancy on the Board.

A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; and (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

No reduction of the authorized number of directors shall have the effect of removing any director prior to the expiration of the director's term of office.

SECTION 5 Removal of Directors. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the

removal questions are given in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code), as said chapter may be modified by subsequent legislation (referred to herein as the "Brown Act"). Any vacancy caused by the removal of a director shall be filled as provided in Section 4 of this Article VII.

SECTION 6 Place of Meeting. Regular or special meetings of the Board shall be held at any place within the State of California which has been designated from time to time by the Board. Whenever a place other than the principal office is fixed by the Board as the place at which future meetings are to be held, written notice thereof shall be sent not later than the following business day to all directors who were absent from the meeting at which said place was fixed. In the absence of such designation, regular meetings shall be held at the principal executive office of this corporation. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

SECTION 7 Annual and Regular Meetings. All meetings of the Board and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board.

Regular meetings of the Board, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board. At least 72 hours before a regular meeting, the Board, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

SECTION 8 Special Meetings. Special meetings of the Board for any purpose may be called at any time by the Chairman of the Board, if there is such an officer, or the President, or the Secretary, or a majority of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

In accordance with the Brown Act, special meetings of the Board may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board shall adhere to the following notice requirements for special meetings:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid.

Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

SECTION 9. Quorum. A majority of the authorized number of directors then in office constitutes a quorum of the Board for the transaction of business, except to adjourn as hereinafter provided. Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board, unless a greater number be required by the Articles, subject to the provisions of the California Nonprofit Corporation Law, especially those provisions relating to (i) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (ii) appointment of committees, and (iii) indemnification of directors. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for such meeting.

SECTION 10 Participation in Meetings by Conference Telephone. Members of the Board may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the boundaries of the territory in which the Corporation operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

SECTION 11 Conflicts of Interest. The Corporation and the Board shall comply with applicable conflict of interest laws including the Political Reform Act.

SECTION 12 Adjournment. A majority of the directors present, whether or not a quorum is present, may adjourn any Board meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

SECTION 13 Fees and Compensation. Directors and members of committees may receive such compensation, if any, for their services, and such reimbursement for expenses, as may be fixed or determined by the Board to be just and reasonable. The Board shall review and approve such compensation, including benefits, of a director to assure that it is just and reasonable. This review and approval shall occur initially upon the election of the director, whenever the term of service, if any, of the director is renewed or extended, and whenever the director's compensation is modified.

SECTION 14 Rights of Inspection. Every director shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of this corporation as permitted by California and federal law. Such inspection by a director may be made in person or by agent or attorney and includes the right to copy and obtain extracts as permitted by California and federal law, provided, however, that any such inspection by a director's agent or attorney shall take place only under conditions which allow this corporation's attorney to be present. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

SECTION 15 Non-Liability of Directors. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

SECTION 16 Compliance with Laws Governing Student Records. The Corporation and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII **COMMITTEES**

SECTION 1 **Executive Committees.** The Board may establish one (1) or more executive committees, each consisting of two (2) or more directors and no one who is not a director, to serve at the pleasure of the Board, and delegate to such executive committees any of the authority of the Board except as set forth in subparagraphs (a) through (h) below:

- (a) The approval of any action for which the Nonprofit Corporation Law of California also requires Board approval;
- (b) The filling of vacancies on the Board or on any committee;
- (c) The fixing of compensation of the directors for serving on the Board or on any committee;
- (d) The amendment or repeal of Bylaws or the adoption of new Bylaws;
- (e) The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;
- (f) The appointment of other committees of the Board or the members thereof;
- (g) The expending of corporate funds to support a nominee for director after there are more people nominated for director than can be elected;
- (h) The approval of any transaction (i) to which this corporation is a party and one (1) or more directors have a material financial interest; or (ii) between this corporation and one (1) or more of its directors or between this corporation or any person in which one (1) or more of its directors have a material financial interest.

Any such executive committee must be established by resolution adopted by a majority of the authorized number of directors then in office and may be designated by such name as the Board shall specify.

SECTION 2 **Advisory Committees.** The Board may establish by resolution one or more advisory committees as it deems to serve this corporation's best interests. Each such advisory committee may consist of directors, non-directors or any combination thereof. An advisory committee shall act in an advisory capacity to the Board. An advisory committee may only take those actions which are expressly delegated to it by the Board in the bylaw provision or Board resolution establishing it. The Board may not delegate any of the powers listed in subparagraphs (a) through (h) of Section 1 of this Article to an advisory committee.

SECTION 3 **Appointment of Committee Members .** The members of any executive committee or advisory committee must be appointed by a resolution adopted by a majority of the Board.

Each committee member shall be appointed for the period specified by such resolution and shall serve until his or her replacement has been appointed and qualified.

SECTION 4 Removal and Vacancies. Any member of any executive committee or advisory committee established under this Article may be removed by the Board at any time, with or without cause. Vacancies on any committee may be filled by the Board.

SECTION 5 Meetings and Actions of Committees. Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board has not adopted rules, the committee may do so.

SECTION 6 Audit Committee. The Board shall establish an audit committee which shall be established and shall operate in accordance with Section 12586(e)(2) of the California Government Code, even if this corporation is not obligated to establish such an audit committee due to its status as an educational institution.

ARTICLE IX

OFFICERS

SECTION 1 Officers. The officers of this corporation shall be a president, a secretary, and a chief financial officer. This corporation may also have, at the discretion of the Board, a chairman of the board, a treasurer, one or more vice-presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be elected or appointed in accordance with the provisions of Section 3 of this Article. Any number of offices may be held by the same person, except that neither the secretary nor the chief financial officer may serve concurrently as either president or chairman of the board.

SECTION 2 Election. The officers of this corporation, except such officers as may be elected or appointed in accordance with the provisions of Section 3 or Section 5 of this Article, shall be chosen annually by, and shall serve at the pleasure of, the Board, and shall hold their respective offices until their resignation, removal, or other disqualification from service, or until their respective successors shall be elected.

SECTION 3 Subordinate Officers. The Board may elect, and may empower the President to appoint, such other officers as the business of this corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

SECTION 4 Removal and Resignation. Any officer may be removed, either with or without cause, by the Board of Directors at any time or, except in the case of an officer chosen by the Board, by any officer upon whom such power of removal may be conferred by the Board. Any such removal shall be without prejudice to the rights, if any, of the officer under any contract of employment of the officer.

Any officer may resign at any time by giving written notice to this corporation, but without prejudice to the rights, if any, of this corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

SECTION 5 Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office.

SECTION 6 Chairperson of the Board. The Chairperson of the Board, if there shall be such an officer, shall, if present, preside at all meetings of the Board and exercise and perform such other powers and duties as may be from time to time assigned by the Board.

SECTION 7 President. Subject to such powers, if any, as may be given by the Board to the Chairperson of the Board, if there be such an officer, the President is the general manager and chief executive officer of this corporation and has, subject to the control of the Board, general supervision, direction, and control of the business and officers of this corporation. The President shall, in the absence of the Chairperson of the Board, or if there be none, preside at all meetings of the Board. The President has the general powers and duties of management usually vested in the office of president and general manager of a corporation and such other powers and duties as may be prescribed by the Board.

SECTION 8 Vice President. In the absence or disability of the President, the Vice Presidents in order of their rank as fixed by the Board or, if not ranked, the Vice President designated by the Board, shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions upon, the President. The Vice Presidents shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the Board.

SECTION 9 Secretary. The Secretary shall keep or cause to be kept, at the principal executive office and such other place as the Board may order, a book of minutes of all meetings and actions of the Board, and its committees, with the time and place of holding, whether regular or special, and, if special, how authorized, the notice thereof given, the names of those present at Board and committee meetings, and the proceedings thereof.

The Secretary shall give, or cause to be given, notice of all the meetings of the Board and of any committees thereof required by these Bylaws or by law to be given, shall keep the seal of this corporation in safe custody, and shall have such other powers and perform such other duties as may be prescribed by the Board.

SECTION 10 The Chief Financial Officer. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of this corporation. The books of account shall at all times be open to inspection by any director.

The Chief Financial Officer shall cause all moneys and other valuables to be deposited in the name and to the credit of this corporation with such depositaries as may be

designated by the Board. The Chief Financial Officer shall disburse the funds of this corporation as may be ordered by the Board, shall render to the President and directors, whenever they request it, an account of all transactions as Chief Financial Officer and of the financial condition of this corporation, and shall have such other powers and perform such other duties as may be prescribed by the Board.

SECTION 11 Fees and Compensation. The officers may receive such compensation, if any, for their services, and such reimbursement for expenses, as may be fixed or determined by the Board to be just and reasonable. The Board shall review and approve such compensation, including benefits, of an officer to assure that it is just and reasonable. This review and approval shall occur initially upon the hiring of the officer, whenever the term of employment, if any, of the officer is renewed or extended, and whenever the officer's compensation is modified.

ARTICLE X

FINANCIAL MATTERS

SECTION 1 Investments. This corporation's assets shall be invested in such investments as the Board or any investment manager appointed by the Board may from time to time select, giving due regard to the principles of the Uniform Principal Investor Act.

SECTION 2 Endorsement of Documents; Contracts. Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, share certificate, conveyance, or other instrument in writing and any assignment or endorsements thereof executed or entered into between this corporation and any other person, when signed by the Chairperson of the Board, the President or the Chief Financial Officer of this corporation shall be valid and binding on this corporation in the absence of actual knowledge on the part of the other person that the signing officers did not have authority to execute the same. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent, or employee shall have any power or authority to bind this corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

SECTION 3 Representation of Shares of Other Corporations. The President or any other officer or officers authorized by the Board or the President are each authorized to vote, represent, and exercise on behalf of this corporation all rights incident to any and all shares of any other corporation or corporations standing in the name of this corporation. The authority herein granted may be exercised either by any such officer in person or by any other person authorized so to do by proxy or power of attorney duly executed by said officer.

SECTION 4 Bonding. If required by the Board, any director, officer or other person charged with the handling of this corporation's funds shall give this corporation a bond in the amount and with the surety or sureties specified by the Board for faithful performance of his or her duties. The premium or premiums for such bonds shall be paid by this corporation.

ARTICLE XI
CORPORATE RECORDS AND REPORTS

SECTION 1 Inspection of Bylaws. This corporation shall keep in its principal executive office in California the original or a copy of the articles of incorporation and bylaws as amended to date which shall be open to inspection by directors at all reasonable times during office hours.

SECTION 2 Maintenance and Inspection of Other Corporate Records. This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board and committees of the Board at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

SECTION 3 Annual Report. This corporation shall provide to the directors within 120 days of the close of its fiscal year, a report containing the following information in reasonable detail:

- (a) The assets and liabilities, including the trust funds, of this corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;
- (c) The revenue or receipts of this corporation, both unrestricted and restricted to particular purposes, for the fiscal year;
- (d) The expenses or disbursements of this corporation, for both general and restricted purposes, during the fiscal year;
- (e) Any information required under these bylaws; and
- (f) An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

SECTION 4 Statement of Transaction or Indemnification. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within

120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

SECTION 5 Inspection by Public. In accordance with Section 6104 of the Internal Revenue Code of 1986, as amended, or the corresponding provision of any future federal tax law, this corporation shall make available to the public such information as required in such Section.

ARTICLE XII

OTHER PROVISIONS

SECTION 1 Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the General Provisions of the California Nonprofit Corporation Law and in the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws.

SECTION 2 Nondiscrimination. This corporation shall not refuse service or employment to any person, nor in any other way discriminate against any person, solely because of such person's sex, race, color, religion, creed, ancestry, national origin, age, marital status, physical disability, mental disability, preexisting medical condition, or any other factor prohibited by law.

SECTION 3 Fiscal Year. The fiscal year of this corporation shall end on the last day of June in each year, unless the Board shall provide to the contrary by resolution.

SECTION 4 Rules of Order. To the extent consistent with all applicable laws, including the Brown Act, and these Bylaws, Robert's Rules of Order shall be the parliamentary law of all proceedings of the Board and all Committees; provided, however, that the failure to follow

Robert's Rules of Order at any meeting shall not affect the validity of any corporate action otherwise in compliance with the California Corporations Code and this corporation's Articles of Incorporation, these Bylaws, and applicable corporate resolutions.

SECTION 5 Job Descriptions and Policies. Notwithstanding any other provision in these Bylaws to the contrary, the Board may, at its option, implement job descriptions and policies for directors, committee members, officers, and other employees.

ARTICLE XIII

INDEMNIFICATION

SECTION 1 Indemnification. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

SECTION 2 Insurance. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV

CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

This corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Green Dot Public Schools Conflict of Interest Policy have been fulfilled.

ARTICLE XV

LOANS TO DIRECTORS AND OFFICERS

This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her

duties if that director or officer would be entitled to reimbursement for such expenses of this corporation.

ARTICLE XVI
AMENDMENT

The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent with the corporation's Articles of Incorporation, or any laws applicable to this corporation.

CERTIFICATE OF SECRETARY

GREEN DOT PUBLIC SCHOOLS
A California Nonprofit Public Benefit Corporation

I am the duly elected, qualified and acting Secretary of **GREEN DOT PUBLIC SCHOOLS**, a California Nonprofit Public Benefit Corporation (the "Corporation") and certify that the foregoing Restated Bylaws were adopted as the Bylaws of this corporation, as of December 11, 2009 by the Directors of this corporation.

Dated as of December 11, 2009

A handwritten signature in black ink, appearing to read "Ted Mitchell", is written over a horizontal line.

Ted Mitchell, Secretary

State of California
Secretary of State



I, BRUCE McPHERSON, Secretary of State of the State of California, hereby certify:

That the attached transcript of 3 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

FEB - 7 2006

BRUCE McPHERSON
Secretary of State

40539992

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

FEB - 2 2006

**CERTIFICATE OF AMENDMENT
OF
ARTICLES OF INCORPORATION**

Steve Barr and Shane Martin certify that:

1. They are the president and secretary, respectively, of the GREEN DOT EDUCATIONAL PROJECT, a California non-profit public benefit corporation
2. The articles of incorporation of this corporation are hereby revoked in their entirety and are amended and replaced by the following articles of incorporation:

"ARTICLE I.

The name of this corporation is GREEN DOT PUBLIC SCHOOLS.

ARTICLE II.

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The general purposes of this corporation are to receive, invest, and utilize funds and property acquired from local, state and federal governments and through the solicitation of contributions, donations, grants, gifts, bequests and the like in order to promote education, lessen the burdens of government and promote social welfare.

C. The specific purposes of this corporation are to oversee and administer public schools, including charter schools, and to foster an educational environment in which these schools can best promote the interests of their students.

ARTICLE III.

A. This corporation is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code. Notwithstanding any of the above statements of purposes and powers, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the general and specific purposes of this corporation.

B. No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except to the extent permitted under Section 501(h) of the Internal Revenue Code of 1986, or the corresponding section of any future federal tax code, provided that this corporation has made an election under said section of said Code), and this corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

ARTICLE IV.

Notwithstanding any other provision of these articles, this corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding section of any future federal tax code.

ARTICLE V.


A. The property of this corporation is irrevocably dedicated to charitable, religious, scientific, literary, artistic or educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code, and no part of the net income or assets of this corporation shall ever inure to the benefit of, or be distributed to any of its directors, trustees, officers, members or any private individuals, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof.

B. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3), or the corresponding section of any future federal tax code, (a) to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable, scientific and educational purposes meeting the requirements of Section 214 of the California Revenue and Taxation Code and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or corresponding section of any future federal tax code, or (b) shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by decree of the Superior Court of the county in which this corporation has its principal office, on petition therefor by the Attorney General or by any person concerned in the liquidation, in a proceeding to which the Attorney General is a party, exclusively for such purposes or to such organization or organizations, as said Superior Court shall determine, which are organized and operated exclusively for such charitable purposes. Such decree of the Superior Court may be waived if the Attorney General makes a written waiver of objections to the disposition."

3. This corporation has no members.
4. This amendment was approved by the board of Directors.

We declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATED as of November 10, 2005.



Steve Barr, President



Shane Martin, Secretary



CERTIFICATE OF AMENDMENT
OF
ARTICLES OF INCORPORATION

Steve Barr and Shane Martin certify that:

1. They are the president and secretary, respectively, of the GREEN DOT EDUCATIONAL PROJECT, a California non-profit public benefit corporation
2. The articles of incorporation of this corporation are hereby revoked in their entirety and are amended and replaced by the following articles of incorporation:

"ARTICLE I.

The name of this corporation is GREEN DOT PUBLIC SCHOOLS.

ARTICLE II.

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under California Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The general purposes of this corporation are to receive, invest, and utilize funds and property acquired from local, state and federal governments and through the solicitation of contributions, donations, grants, gifts, bequests and the like in order to promote education, lessen the burdens of government and promote social welfare.

C. The specific purposes of this corporation are to oversee and administer public schools, including charter schools, and to foster an educational environment in which these schools can best promote the interests of their students.

ARTICLE III.

The name and address in the State of California of this corporation's initial agent for service of process is:

Marshall Tuck
350 South Figueroa
Suite 213
Los Angeles, California 90071

ARTICLE IV.

A. This corporation is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code. Notwithstanding any of the above statements of purposes and powers, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the general and specific purposes of this corporation.

B. No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except to the extent permitted under Section 501(h) of the Internal Revenue Code of 1986, or the corresponding section of any future federal tax code, provided that this corporation has made an election under said section of said Code), and this corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

ARTICLE V.

Notwithstanding any other provision of these articles, this corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding section of any future federal tax code.

ARTICLE VI.


A. The property of this corporation is irrevocably dedicated to charitable, religious, scientific, literary, artistic or educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code, and no part of the net income or assets of this corporation shall ever inure to the benefit of, or be distributed to any of its directors, trustees, officers, members or any private individuals, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof.


B. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3), or the corresponding section of any future federal tax code, (a) to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable, scientific and educational purposes meeting the requirements of Section 214 of the California Revenue and Taxation Code and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or corresponding section of any future federal tax code, or (b) shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by decree of the Superior Court of the county in which this corporation has its principal office, on petition therefor by the Attorney General or by any person concerned in the liquidation, in a proceeding to which the Attorney General is a party, exclusively for such purposes or to such organization or organizations, as said Superior Court shall determine, which are organized

and operated exclusively for such charitable purposes. Such decree of the Superior Court may be waived if the Attorney General makes a written waiver of objections to the disposition."

We declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATE: November 10, 2005



Steve Barr, President

Shane Martin, Secretary



2045179



SECRETARY OF STATE

I, *BILL JONES*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

JUN 23 1999

Bill Jones

Secretary of State

2045179

ARTICLES OF INCORPORATION
OF
GREEN DOT EDUCATIONAL PROJECT

ENDORSED - FILED
In the Office of the Secretary of State
of the State of California

JUN 23 1999

BILL JONES, Secretary of State

I.

The name of this corporation is GREEN DOT EDUCATIONAL PROJECT.

II.

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Non-profit Public Benefit Corporation Law for charitable purposes.

B. The specific purpose of this corporation is to collect and receive contributions and to dispose of funds exclusively for charitable, religious, scientific, literary, artistic or educational purposes.

III.

The name and address in the State of California of this corporation's initial agent for service of process is:

Steve Barr
322 Sunset Ave.
Venice, CA 90291

IV.

Notwithstanding any of the above statements of purposes and powers, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the specific purpose of this corporation.

V.

A. This corporation is organized and operated exclusively for charitable, religious, scientific, literary and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and the corresponding provision of any successor statute.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

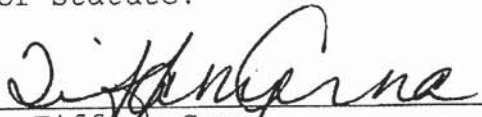
VI.

The property of this corporation is irrevocably dedicated to charitable or educational purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for either charitable or educational purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

VII.

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any successor statute or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any successor statute.

Dated: June 23, 1999


Tiffany Cerna



Carlos H. Álvarez-Board of Directors

OBJECTIVE: To obtain a full-time position as a Secondary Educator in the area of Social Studies

EDUCATION: Loyola Marymount University

M.Ed., Graduate School of Education May 2006
 Professional Preliminary Multiple Subject Teaching Credential, BCLAD emphasis June 2006
 Professional Single Subject –Social Studies – Teaching Credential July 2006

University of California, San Diego

B.A., Department of Ethnic Studies, Minor, Spanish Literature July 2004

EXPERIENCE: ÁNIMO South Los Angeles Charter High School August 2007-Present
12th Grade, Full-time Economics and Government High School Educator

- Developed culturally relevant and standards based instruction as a means of providing academically rigorous and meaningful lessons for students with a multiple of learning intelligences
- Utilized positive reinforcement practices as a means of creating a proactive academic and social atmosphere for all students
- Established school-wide events such as college application workshops, dances, fundraisers, rallies and service projects to promote school culture

St. Frances X. Cabrini School, Los Angeles Archdiocese August 2004-June 2007
4th & 6th-8th Grade, Full-Time Elementary/Junior High School Educator

- Planned standards based lessons and provided differentiated instruction to culturally and linguistically diverse students with various learning capabilities
- Employed classroom management skills to promote a positive and collaborative learning environment for all students
- Developed a school-wide sports program and served as athletic director
- Coordinated special events such as service projects, retreats, and other collective functions

OASIS, University of California, San Diego September 2003-June 2004
Office of Academic Support and Instructional Services, CLAS Analyst

- Served as a peer mentor by providing academic support and personal counseling to first year college students
- Managed a case-load of 15 students' academic and social learning process
- Created a community of cooperative learners through an implementation of academic skills and strategies workshops

OASIS, University of California, San Diego June 2002-June 2003
Office of Academic Support and Instructional Services, ATP Counselor

- Generated a daily academic and social routine for high school seniors transitioning into their freshmen year at UCSD
- Presented workshops on how to apply appropriate study management skills
- Served as an on-site academic coach and peer counselor

ACTIVITIES:

- Asociación de Maestros Unidos (AMU) President
- California Association for Bilingual Education (CABE) Associate
- Response-Ability, Los Angeles Alumni Support Provider
- Students Run LA Leader

STEVE BARR-BOARD OF DIRECTORS

SENIOR EXECUTIVE SUMMARY

PRESIDENT / CHIEF EXECUTIVE OFFICER

Innovative and results driven education leader focused on educational reform.
Proven track record for developing the vision, adhering to policies, achieving goals,
Experienced in driving practices which resulted in improvements both qualitative and quantitative, and building partnerships with key decision makers.

RELEVANT EXPERIENCE

Green Dot America, Los Angeles, CA

August 2010 – Present

The Green Dot Public Schools network of 19 unionized high schools founded by Steve Barr has proven that if reform-minded teachers have a stake in the creation and management of schools, not only do those schools drive extraordinary advances in student achievement, but also they reach a stability and financial efficiency that is rare in the education landscape. Barr is now taking this movement to communities nationwide with Green Dot America, creating an opportunity for teachers and education leaders to sign on to and advocate for the same longer days, higher expectations, and increased pay in lieu of tenure that they embraced with such dramatic success at the first Green Dot Schools.

FOUNDER & CHIEF EXECUTIVE OFFICER

KEY RESPONSIBILITIES

- Provide leadership, vision, and strategic direction for the organization key partners.
- Engage government officials, union officials, business leaders, school leaders and parents in educational reform.
- Develop and implement fund raising activities.
- Seek donors of time and resources in support of the schools.
- Performed other duties and responsibilities as are customary for the office of the Chief Executive Officer.

Green Dot Public Schools, Los Angeles, CA

September 1999 – July 2010

Green Dot Public Schools is committed to changing the landscape of public education in Los Angeles so that every child can be successful in college, leadership, and life. Green Dot is fulfilling this mission by running high-achieving public charter schools that are focused on graduating students and fully preparing them for college. In addition, Green Dot is dedicated to helping parents throughout the city organize and demand more of their neighborhood schools, the overarching goal being to encourage Los Angeles Unified School District to implement bold reform and improve the city's public schools.

STEVE BARR-BOARD OF DIRECTORS

KEY RESPONSIBILITIES

- Provided leadership, vision, and strategic direction for the organization and schools.
- Structured the organization of the schools to achieve the vision, philosophy and mission.
- Followed all legal mandates from the U. S. Department of Education, the State of California, the City and County of Los Angeles and Los Angeles Unified School District.
- Engaged government officials, business leaders, school leaders and parents in educational reform.

FOUNDER & CHAIRMAN OF THE BOARD OF DIRECTORS (2008 – 2010)

- Developed and implemented strategic plans and policies as established by the GDPS Board of Directors.
- Developed governance policies.
- Negotiated, on behalf of the Board of Directors
- Provided leadership to the Board in arranging fund raising activities.
- Sought donors of time and resources in support of the schools.

FOUNDER & CHIEF EXECUTIVE OFFICER (2002 – 2008)

- Provided leadership to the Board in arranging fund raising activities.
- Sought donors of time and resources in support of the schools.
- Performed other duties and responsibilities as are customary for the office of the Chief Executive Officer.

PRESIDENT AND CHIEF EXECUTIVE OFFICER (2000 – 2002)

- Recommend hiring, supervision, professional development, evaluation and dismissal of all personnel to the Board.
- Oversaw all operations of the schools and report to the Board of Directors.
- Hired senior educational staff which led to an increase in academic performance and operations of the schools.
- Oversee all aspects of the school including personnel, financial matters, the academic program, facilities, and operations.
- Determined the scope and sequence of educational programs according to the charter objectives.
- Followed all legal mandates from the U. S. Department of Education, the State of California, the City and County of Los Angeles and Los Angeles Unified School District.

EDUCATIONAL BACKGROUND

B.S. in Political Science from the University of California, Santa Barbara

CHARISSE BREMOND WEAVER- Board of Directors

PROFESSIONAL BACKGROUND

Ms. Weaver has Accomplished Executive with 23 successive years experience in the areas of Fundraising, Strategic Planning, Public Relations, Marketing, and Management of staff and volunteers.

Designed, implemented and managed various Development Programs, which have generated a cumulative total of more than \$20 million for non-profit institutions as direct beneficiaries.

Demonstrated administrative ability to plan, organize and direct diversified activities in a results-oriented manner. Effective in organizing prospect/client research and maintaining stewardship programs on an ongoing basis.

Plan and oversee the creative production of publications including, conception, preparation, and presentation of Annual Reports, Brochures, Newsletters and Public Relations Literature.

PROFESSIONAL EXPERIENCE

**January 2006
Present**

**President/CEO
Brotherhood Crusade
Los Angeles, CA 90011**

Responsibilities:

Responsible to the Board of Director for management of the entire nonprofit organization including fundraising, business development, human resources, strategic planning, programs, finance, communications. Establish and represents organization to government agencies, corporate, foundations, community and the public.

Create and manage innovative initiatives, provide help to anyone in need, and advocate on behalf of those who are not in position or are unable to protect themselves or their families.

Established and maintain positive relationships about the need for gang interventions and delinquency prevention classes in high-priority schools; implementing innovative at-risk youth programs at Horace Mann Junior High School, Audubon Middle School, Manual Arts High School, Foshay Learning Center, Menlo Elementary School, the EXPO Center, the Imperial Courts Housing Development, and the African American Unity Center.

Plan and oversee the launching public education and health service campaigns to aid “hardest to reach, hardest to serve” populations; advocating for seniors’ rights and against consumer fraud; and partnering with Los Angeles Lakers Coach Jim Clemons to enhance academic enrichment in math and science, financial literacy, personal and social development, and team building skills for at-risk youth.

Provide leadership around the community efforts with The California Endowment to develop and implement a ten-year plan to comprehensively transform South Los Angeles embodies and represents the depth of her commitment and dedication to improved quality of life, social justice, and social equity for all people.

**June 1999
October 2006**

**Executive Director
African American Unity Center
Los Angeles, CA 90037**

Responsibilities:

Responsible to the Board of Director for management of the entire nonprofit organization including fundraising, business development, human resources, strategic planning, programs, finance, communications. She represents organization to government agencies, community and the public.

Create and oversee the management, cultivation and solicitation of prospective foundation, corporate donors. The work generated over 8 million dollars for underserved communities.

Organized, researched and wrote grant proposals that match the goals and objectives of the organization. Ms. Weaver supervised program staff and volunteers. Implemented policies and procedures to ensure program activities comply with contracts.

Manages staff, volunteers and multi-million dollar project budgets

**April 1996
June 1999**

**Development Director
Jenesse Center
Los Angeles, CA 90003**

Write and implemented fundraising programs that generated more than \$2 million to assist women who were victims of domestic violence.

Administered and supervised community outreach projects designed to create awareness and support of the organization's mission.

Assisted with the management of all marketing and promotional functions to increase revenue and marketing strategies to increase revenue. Developed ties with the community to create an appropriate image for the organization.

Organized special events and promotions

EDUCATION

Utah State University

Bachelor of Science in Journalism

Women's Basketball Scholarship

PROFESSIONAL AFFILIATIONS

Member, Board of Directors, Green Dot Public Schools

Member, The Gas Company Advisory Council

Member, Fox Entertainment Diversity Council

SUSAN ESTRICH-Board of Directors

Robert Kingsley Professor of Law and Political Science

The Law School

University of Southern California

University Park, MC-0071

Los Angeles, CA 90089-0071

Telephone: (213) 740-7578

Fax: (213) 740-5502

E-Mail: sestrich@law.usc.edu

Education:

Harvard Law School

J.D. 1977, *magna cum laude*

President, *Harvard Law Review* (first woman)

Wellesley College, Wellesley, MA

B.A. 1974 with highest honors

Phi Beta Kappa; Durant Scholar

Dartmouth College

Hanover, New Hampshire

1972-1973

Twelve College Exchange

Citations for Academic Excellence in Government and Sociology

Current Activities:

Robert Kingsley Professor of Law and Political Science,

University of Southern California Law School

Subjects: *Gender Discrimination, Law and Politics, Election Law, Constitutional Law: First Amendment, Criminal Law*

Partner, Quinn Emanuel Urquhart and Sullivan, Los Angeles

Legal and Political Analyst, Fox News Channel

(appearing approximately 2-3 times weekly on such shows as Hannity & Colmes, On the Record, The O'Reilly Factor, etc).

Syndicated Columnist, Creators Syndicate

Past Employment:

Law:

1981 – present

Briefs and arguments in federal and state courts, working with Alan Dershowitz, Harvey Silverglate, Kathleen Sullivan, Laurence Tribe, Norman Zalkind, etc.

1981 – 1990	Professor of Law, Harvard Law School Appointed Assistant Professor of Law, 1981 Promoted to Professor of Law with tenure, 1986
1986 – 1987	Of Counsel, Tuttle & Taylor, Los Angeles General litigation practice in state and federal court
1979 – 1981	United States Senate Judiciary Committee, Staff Counsel and Special Assistant to Chief Counsel Stephen Breyer
1978 – 1979	Law Clerk to Justice John Paul Stevens, United States Supreme Court, Washington, D.C.
1977 – 1978	Law Clerk to Judge J. Skelly Wright, United States Court of Appeals for the District of Columbia, Washington, D.C.
1977	Associate, Covington & Burling, Washington, D.C.
Politics:	
1987 – 1988	National Campaign Manager, Dukakis for President Campaign (first woman).
1984	Senior Policy Advisor, Mondale-Ferraro Campaign Executive Director, Democratic National Platform Committee, and Senior Aide to its Chair, Representative Geraldine A. Ferraro
1981	Special Assistant to Senator Edward M. Kennedy.
1979 – 1980	Kennedy for President Campaign, Deputy National Issues Director (Primaries), Carter-Mondale Campaign, GOTV Coordinator, Dade County, Florida (General Election)
Commentary:	
1989 – 1998	Board of Contributors, Los Angeles Times
1992 – 1996	Weekly Columnist, USA Today
1992 – 1997	Talk Show Host, KABC Radio, Los Angeles
1994 – 1995	Legal Commentator, O.J. Simpson Trial, NBC News
1992	Political Commentator, ABC News and Good Morning America
1992 – 1993	Commentator, Fox News “Front Page”
1992 – 1993	Columnist, “Personal Politics,” LA Style Magazine

1989 – 1994 Political Commentator, 1994 (KCBS); 1993 (KTAL); 1992 (KCAL); 1990 (KCBS); Frequent appearances on CNN, MSNBC, Fox News, Nightline, CBS Evening News, CNBC, Today Show, Good Morning America, NBC Evening News, 60 Minutes, Dateline, etc. Opinion Pieces in the New York Times, Newsweek, Legal Times, Miami Herald, Newsday, etc.

Publications:

SOULLESS: ANN COULTER AND THE RIGHT-WING CHURCH OF HATE (ReganBooks, 2006).

THE CASE FOR HILLARY CLINTON (ReganBooks, 2005).

HOW TO GET INTO LAW SCHOOL (Riverhead, 2004).

SEX & POWER (Riverhead, 2000).

GETTING AWAY WITH MURDER: HOW POLITICS IS DESTROYING THE CRIMINAL JUSTICE SYSTEM (Cambridge, Harvard University Press, March 1998).

MAKING THE CASE FOR YOURSELF: A DIET BOOK FOR SMART WOMEN (Riverhead, January 1998).

REAL RAPE (Cambridge, Harvard University Press, 1987).

DANGEROUS OFFENDERS (Cambridge, Harvard University Press, 1985) (With M. Moore, D. McGillis, and W. Spelman).

Contributions to Books:

"Rethinking the Vote." *The Politics and Prospects of American Election Reform* (Ann N. Crigler, Marion R. Just and Edward J. McCaffery) (Oxford University Press, 2004).

"Politics of Abortion." In *The Rehnquist Court, Judicial Activism on the Right* (Herman Schwartz ed) (Hill and Wang, 2002) [Reprinted in *American Constitution Society for Law and Policy Newsletter*.]

"Sex at Work." In *Representing Women: Law, Literature and Feminism* (Susan Sage Heinzelman and Zipporah Batshaw Wiseman, eds.) (Duke University Press, 1994).

"Crime and the Poor." In *The State and the Poor in the 1980s* (M. Carballo and M.J. Bane, eds.) (Auburn House, 1984).

"Sexual Justice" (with V. Kerr). In *Our Endangered Rights* (N. Dorsen, ed.) (Pantheon Press, 1984).

Litigation: Counsel or co-counsel in cases including:

United States v. Muntasser (co-counsel for Emadeddin Z. Muntasser, United States District Court, District of Massachusetts, present).

Rosello-Gonzalez v. Calderon-Serra (Puerto Rico recount case) (brief of *amici curiae* Puerto Rico Commonwealth Employee Association and Board of Directors of Cumbre Social, United States Court of Appeals for the First Circuit, 2005).

Granholm v. Heald, Michigan Beer & Wine Wholesalers Association v. Heald (brief of *amici curiae* WineAmerica, Inc., et al., United States Supreme Court, 2004).

Turnock v. Ragsdale, State of Ohio v. Akron Center for Reproductive Health (brief of *amici curiae*, 274 organizations in support of *Roe v. Wade*, United States Supreme Court, 1989).

Commonwealth of Puerto Rico v. Branstad (brief for the petitioner, United States Supreme Court, 1986) (with Kathleen Sullivan).

State of Rhode Island v. Von Bulow (brief for appellant, Rhode Island Supreme Court, 1984) (with Alan Dershowitz).

White v. Massachusetts Council of Construction Employers (brief for respondent, United States Supreme Court, 1983).

Articles:

"Politics and the Limits of Law: A Musing for Dean Sullivan." 90 *California Law Review* 813 (2002).

"Reflection: Bridging the Gender Gap." 3 *The Scholar: St. Mary's Law Review on Minority Issues* 153 (Spring 2001).

"The Justice of Candor (Favorite Case Symposium)." 74 *Texas Law Review* 1227 (1996).

"What Went Wrong" (Gender, Race, and the Politics of Supreme Court Appointments: The Impact of the Anita Hill/Clarence Thomas Hearings). 65 *Southern California Law Review* 1393 (1992).

"Palm Beach Stories." 11 *Law and Philosophy* 5 (1992).

"Teaching Rape Law." 102 *Yale Law Journal* 509 (1992).

"Sex at Work." 43 *Stanford Law Review* 813 (1991).

"Women, Politics, and the Nineties: The Abortion Debate." 6 *New England Journal of Public Policy* (1990).

"Abortion Politics: Writing for an Audience of One" (with K.M. Sullivan). 138 *University of Pennsylvania Law Review* 119 (1989).

"In Memoriam: Judge J. Skelly Wright" (with others). 57 *George Washington Law Review* 1029 (1989).

"Rape." 95 *Yale Law Journal* 1087 (1986).

Other Works (Selected):

"Rape Shield Laws Aren't Foolproof." *USA Today*, July 28, 2003, at 13A.

"Public Service Legal Work More Attractive Than Ever." *Broward Daily Business Review*, August 2, 2002, at 165. [Reprinted in *Palm Beach Daily Business Review*, August 2, 2002, at A10 and *Miami Daily Business Review*, August 2, 2002, at 38.]

"Intent Provides Key to Pipe-Bomb Suspect's Defense: Was He Trying to Injure or Send a Message?" *USA Today*, May 13, 2002, at 13A.

"Fear Itself: In Times of Threat, Some Cures are Worse than the Disease." 23 *American Lawyer* 65 (December 2001).

"Stevens' Opinions" (Interview with Justice John Paul Stevens). *JD Jungle*, November 2001, at 64.

"The Thin, Thin Line Between Safe and Free." *USA Today*, September 13, 2001, at 13A.

"Listen Up Girls: Starting Law School Isn't Easy: Here's How to Deal." *JD Jungle*, September 2001, at 38.

"Should Internet Protect Against Defamation?" *USA Today*, August 29, 2001, at 13A.

"Dialogues" (with David Frum and Stuart Taylor, Jr.). Ongoing contributions to *Slate Magazine* <<http://www.slate.com>>

"Girls, Interrupted: More Women Partners? It's Up to Us to Fight." 1 *JD Jungle*, May 2001, at 26.

"The Dangers of Ditching Your Job: The Rewards of Being a Career Woman." *Cosmopolitan*, December 2000, at 64.

"The Bitter End." *Newsweek* (web edition), November 6, 2000.

"The Breakfast Table" (with Richard A. Epstein). *Slate Magazine* <<http://www.slate.com>> (October 17-19, 2000).

"For Some, Choice Gets Harder: The Supreme Court and Reproductive Freedom." 271 *The Nation*, October 9, 2000, at 19.

"Crisis of Confidence." *American Lawyer*, October 2000, at 59.

"Happily Ever After." *George*, October 2000, at 26.

"The Trouble with Hillary." *Harper's Bazaar*, August 2000, at 124.

"Private Counsel, Public Duty." *The American Lawyer* 53 (November 1999).

"One Doctor Fights the System and Earns a Legal Education." *The Connecticut Law Tribune* (July 26, 1999).

"Custody Battle Fatigue." 156 *New Jersey Law Journal*, June 21, 1999, at 1127.

"Want Political Help? Look to the Courts." *The Baltimore Sun*, February 17, 1999 (also, *Los Angeles Times*, February 7, 1999, at 2).

"To Dye For: Sex Scandal Spawns Clinton-Bashing Peroxide Pundettes." *Legal Times*, December 21, 1998, at 41.

"Looking Through the Glass Ceiling (Darkly)." *The Recorder*, December 16, 1998, at 5.

"Schizophrenia of Insanity Defense Laid Bare." *The Houston Chronicle*, January 8, 1998, at 28.

"When Juries Fail to do Their Job Logically, Sensibly . . ." *The Houston Chronicle*, December 28, 1997, at 3.

"Calling Canard: So Much for Due Process" (with Kathleen M. Sullivan). *The New Republic*, November 3, 1997, at 18.

"Did Clinton Harass Paula Jones?" *A Debate with Stuart Taylor, Jr.*, November 1996.

"A Deadly Decision: Why Did the Supreme Court Strike Down a Law That Keeps Guns Out of Our Schools?" 9 *Parenting* 55 (October 1995).

"The Next First Lady." 93 *Glamour* 236 (August 1995).

"President Pete." *Los Angeles Magazine*, June 1995.

"O.J. Is Crying Wolf on Race. He's No Victim of Racism; He's Profiting from It." *USA Today*, January 26, 1995, at 13A.

"The Last Victim." *New York Times Magazine*, December 18, 1994.

"For Girls' Schools and Women's Colleges, Separate Is Better." *New York Times Magazine* May 22, 1994, at 39.

"Whining Victims?" *The Jerusalem Post*, February 25, 1994, at 28.

"Abortion and the New Orthodoxy." Published as "Abortion Rights: Political Gauntlet of '90s." *New Jersey Law Journal*, August 29, 1991; published as "The Politics of Abortion Embraces High Court," *Connecticut Law Tribune*, July 29, 1991; published as "From the Bedroom to the Polls; Voters Must Seize Initiative as Legal Support in Court Fades and Abortion Becomes a Purely Political Issue," *The Recorder*, July 25, 1991.

"Abortion and the Next Election." (Special Report: The U.S. Supreme Court). 14 *Legal Times* S25 (July 22, 1991).

"Where No Means No." *National Review*, June 10, 1991, at 12.

"The Real Palm Beach Story." *New York Times*, April 18, 1991.

"Life After Dukakis." 24 *Conde Nast Traveler* 64 (April 1989).

"Willie Horton and Me." *Washington Post Magazine*, April 23, 1989.

Honors:

Nelson Rockefeller Fellow, Dartmouth College, April 1999 ("The Sorry State of American Politics")

Inaugural Lectures, Wellesley College/Oxford Press Series, April 8-10, 1996 ("Feminism for Girls and Boys").

Commencement Speaker, Marlborough School, 1995.

Commencement Speaker, Wellesley College, 1989.

Distinguished Alumni Award, Radcliffe Graduate Alumni Association, 1989.

Number 57, Judge Richard Posner's 100 Public Intellectuals of All Time.

First Recipient, Susan Estrich Courage Award, Victims Rights Law Center, Boston, Massachusetts

Civic Activities:

Board of Directors, Green Dot Public Schools, Los Angeles, California, 2005 - present

Board of Directors, Victims Rights Law Center, Boston, Massachusetts, 2000 - present

United States Holocaust Memorial Council
(President Appointee), 1999-2004

Transition Team, Schwarzenegger for Governor, 2003

Board of Trustees, Center for Early Education, 1995 -2003
Vice Chair, Endowment Committee, Chair, Legal Committee

National Advisory Board, Institute for Global Ethics, Project on Campaign
Conduct, 1999 – 2005.

Eureka Communities, Los Angeles Advisory Board; California Community
Foundation, 1999 – 2005.

Ethics Commission, City of Los Angeles (Mayoral Appointee), 1999 – 2001.

Board of Trustees, B'nai B'rith Youth Organization, Washington, D.C., 1996 -
2000.

Administration and Finance Committee, USC Law School, 1995 -1997;
Chair, 1995 -1996.

Planned Parent of Los Angeles, Board of Directors, 1991 – 1993; Advisory
Board, 1993 – 1995.

California Abortion Rights Action League, Board of Directors, 1992 – 1994.

Senior Counsel, Commission to Write a Code of Ethics for the City of Los
Angeles, 1989.

Common Cause, National Governing Board, 1983 – 1987; 1989 – 1993.

Member, Democratic National Committee, 1984 – 1988. Fairness Commission
of the Democratic Party, 1985 – 1986, Co-Chair of the Drafting Committee
(responsible for rules for the 1988 Presidential nominating process).

President, Civil Liberties Union of Massachusetts, 1982 – 1983; National Board,
American Civil Liberties Union, 1984 – 1987; Special Committee on Campaign
Finance, 1985 – 1986.

Admitted:

California; District of Columbia, United States Supreme Court Bar.

Noah B. Mamet-Board of Directors

Professional Experience

Noah Mamet & Associates

2004-Present

President & Founder – Political, Non-profit and Business consulting firm

- Represent more than a dozen clients, which include high net-worth individuals, corporate executives, greentech companies, and corporate crisis communication firms; helping each client with their unique needs ranging from donor advising, fundraising, business development and government affairs.

Gephardt for President

2003-2004

Finance Director

- Oversaw West Coast fundraising team for major Democratic presidential primary campaign and was deeply involved in managing entire national organization for campaign that raised more than \$14 million, the 4th highest total of the Democratic candidates running for President.

U.S. Rep. Richard A. Gephardt, House Democratic Leader

1995-2002

National Finance Director

- Led national donor development and all fundraising activities.
- Led fundraising efforts that resulted in over \$238 million raised for the Democratic Congressional Campaign and other fundraising committees between 1996 and 2002.
- Executive produced the National Democratic Gala, a 2002 fundraising concert featuring a performance by Barbra Streisand— was the largest event in the history of Democratic Congressional fundraising.

Various political campaigns

1992-1995

Multiple titles

- Worked on campaigns including Clinton for President, Wachs for Los Angeles Mayor, Mel Levine for U.S. Senate and other congressional races.
- Various positions included campaign manager, fundraising, advance and scheduling.

Volunteer Experience

Green Dot Public Charter Schools

2006-present

- Executive Board Member

Bryan Mamet Charitable Youth Soccer Fund

- Co-founder

American Council of Young Political Leaders

- Member

Education

University of California at Los Angeles - Bachelor of Arts, 1992

Board of Directors

Shane P. Martin, Ph.D.
Dean and Professor
Loyola Marymount University School of Education
1 LMU Drive, University Hall Suite 2100
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EDUCATION

- 1989-1995 University of Southern California, Ph.D. in International and Intercultural Education
Intercultural Education: Major Field of Study
Curriculum and Teaching: Minor Field of Study
Dissertation Title: *The Relationship of Cultural Diversity To Jesuit Secondary Education In the United States: A Theoretical and Case Study Analysis*
- 1991-1992 Jesuit School of Theology, Berkeley, Th.M. (Master of Theology)
Hispanic Ministry: Specialization
Thesis Project Title: *Multicultural Education and Catholic Schools: A Faculty In-service Program*
- 1988-1991 Jesuit School of Theology, Berkeley, M.Div. (Master of Divinity)
- 1976-1980 Loyola Marymount University, Los Angeles, B.A. History
1995 California State Clear Secondary Teaching Credential, History

Other schools attended:

- 1989-1992 University of San Francisco, Studies in Education,
Institute of Catholic Educational Leadership (ICEL)
- 1990 University of California, Berkeley, Doctoral Seminar in Educational Anthropology
- 1985-1987 Loyola University, New Orleans, Studies in Philosophy

PROFESSIONAL EXPERIENCE

- 2005-Present Dean and Professor, School of Education, Loyola Marymount University, Los Angeles, CA.
- 2009-Present Director, Doctor of Education in Educational Leadership for Social Justice, School of Education, Loyola Marymount University, Los Angeles, CA.
- 2007-2008 Acting Chair, Language and Culture Department, School of Education, Loyola Marymount University, Los Angeles, CA.
- 2004-2005 Acting Dean, School of Education, Loyola Marymount University, Los Angeles, CA.
- 2002-2004 Associate Dean, School of Education, Loyola Marymount University, Los Angeles, CA.

- 2002-2005 Associate Professor of Education, Loyola Marymount University, Los Angeles, CA.
Instructor of courses in Multicultural Education and Educational Anthropology.
- 2001-2003 Accreditation Coordinator for NCATE and CCTC joint accreditation, School of Education,
Loyola Marymount University, Los Angeles, CA.
- 2000-2002 Coordinator, Secondary Education Program, Teacher Education Division,
Loyola Marymount University, Los Angeles, CA.
- 1999-2000 Acting Coordinator, Bilingual/Bicultural Education, Multicultural/TESOL program and BCLAD
Program, Teacher Education Division, Loyola Marymount University, Los Angeles, CA.
- 1998-1999 Acting Coordinator, Secondary Education, Teacher Education Division,
Loyola Marymount University, Los Angeles, CA.
- 1996-2003 Permanent Adjunct, Institute of Catholic Educational Leadership Summer Program,
University of San Francisco. Instructor of course in Multicultural Education and Catholic Schools.
- 1995-2002 Assistant Professor of Education, Loyola Marymount University, Los Angeles, CA.
Instructor of courses in Multicultural Education and Educational Anthropology.
- 1994-1995 Lecturer in Education and American Cultures, Loyola Marymount University, Los Angeles, CA.
- 1990-1992 Graduate Teaching Assistant, Jesuit School of Theology, Berkeley, CA.
- 1987-1988 Director of Campus Ministry at Bellarmine College Preparatory, San José, CA.
- 1984-1988 Faculty member at Bellarmine College Preparatory San José, CA.
Instructor of Spanish, Religious Studies and English.
- 1981-1982 Seventh grade teacher at St. Eugene School, Los Angeles, CA.

PUBLISHED BOOKS

- Litton, E. F., & Martin, S. P. (2009). *Justice, care, & diversity: Addressing the needs of all students in Catholic secondary schools*. Washington DC: National Catholic Education Association.
- Martin, S. P., & Litton, E. F. (2004). *Equity, advocacy, and diversity: New directions for Catholic schools*. Washington DC: National Catholic Education Association.
- Martin, S. P. (1996). *Cultural diversity in Catholic schools: Challenges and opportunities for Catholic educators*. Washington DC: National Catholic Education Association.

PEER REVIEWED PUBLICATIONS

- Martin, S. P. (2009). Creating a welcoming environment in Catholic education. In E.F. Litton & S. P. Martin (Eds.), *Justice, care, & diversity: Addressing the needs of all students in Catholic secondary schools*. Washington DC: National Catholic Education Association.
- Koerner, M., Lynch, D., & Martin, S.P. (2008). Why we partner with Teach For America: Changing the conversation. *Phi Delta Kappan*, 89(10), 726-729.
- Martin, S. P., & Litton, E. F. (2002). The influence of globalization, power and hegemony: Addressing power implications in language development. In J. Lo Bianco (Ed.), *Development and language: Global influences and local effects* (pp. 269-275). Melbourne, Australia: Language Australia.
- Martin, S. P. (2002). The challenge of cultural diversity and liturgical planning: Sociocultural and constructivist responses. In D. Adams & M. E. Moynahan (Eds.), *Postmodern worship and the arts* (pp. 145-154). San José, CA: Resource Publications.
- Martin, S. P., & Colín, E. (1999). The novels of Graciela Limón: Narrative, theology and the search for mestiza/o identity. *Journal of Hispanic/Latino Theology*, 7(1), 6-26.
- Martin, S. P. (Ed.). (1998). Educational Research. [Special Section on Educational Research in Catholic Schools]. *Momentum*, 29(2), 54-59.
- Martin, S. P. (1997). Sociocultural factors affecting school culture for African American students: A case study. In C. A. Grant (Ed.), *National Association for Multicultural Education 1996 proceedings* (pp. 83-100). San Francisco: Caddo Gap Press.
- Lavadenz, M., & Martin, S. P. (1997). Educational responses to cultural diversity. In C. A. Grant (Ed.), *National Association for Multicultural Education 1996 proceedings* (pp. 18-34). San Francisco: Caddo Gap Press.
- McCullough, M., Lavadenz, M., & Martin, S. P. (1997). Sociocultural factors affecting school reform in culturally diverse settings. In C. A. Grant (Ed.), *National Association for Multicultural Education 1996 proceedings* (pp. 46-58). San Francisco: Caddo Gap Press.
- McCullough, M., Lavadenz, M., & Martin, S. P. (1997). Reconceptualizing leadership in culturally diverse settings: A learning community model. *Educational Leadership and Administration*, 9, 33-48.
- Martin, S. P., & Artiga, E. S. (1994). Faculty in-service affirms cultural diversity. *Momentum*, 28(2), 28-31.
- Martin, S. P. (1993). The problem of multicultural education: Background, definitions and future agenda. *Multicultural Education Journal*, 11(2), 9-20.

PROFESSIONAL AND INVITED PUBLICATIONS

- Martin, S. P. (2009). Catholic schools as models of inspiration and innovation. [Special Section on Vitality of Catholic Schools]. *Momentum*, 40(3), 4.
- Martin, S. P. (2002). New scholars featured. *Anthropology News*, 43(5), 25.
- Martin, S. P. (2001). Language and cultural diversity in Catholic schools. *Multilingual News*, 24(3-5), 18.
- Martin, S. P. (2001). Anthropology and public education. *Anthropology News*, 42(3), 25.
- Martin, S. P. (1998). Cuba: Land of contradictions. *Vistas*, 1(4), 5-7.
- Martin, S. P. (1997). Jesuit education and social change in El Salvador [Review of the book *Jesuit education and social change in El Salvador*]. *Catholic Education: A Journal of Inquiry and Practice*, 1(1), 110-112.
- Martin, S. P. (1997, June). Sociocultural factors affecting school culture for African American students: A case study. (ERIC Document Reproduction Service No. ED 404 380)
- Martin, S. P., & Sotelo, A. (Eds.). (1996). Youth and young adult CLCs: Growing in the Ignatian way. [Special Issue]. *Harvest*, 29(2).
- Martin, S. P. (1996). A time of transition for El Salvador: The legacy of the Jesuit martyrs. *Harvest*, 29(2), 25-26.
- Martin, S. P. (1996). Scriptural foundations for Mission. *Harvest*, 29(2), 19-22.
- Martin, S. P. (1996). The relationship of cultural diversity to Jesuit secondary education in the United States: A theoretical and case study analysis (Doctoral dissertation, University of Southern California, 1995). *Dissertation Abstracts International*, 57(01), 79-A, DA9614047.
- Martin, S. P. (1995). The sociocultural context for mission in the United States: Invitations, fears and challenges. *Harvest*, 28(4), 19-24, 26.
- Martin, S. P. (Ed.). (1995). Minority Spirituality. [Special Issue]. *Harvest*, 28(3).
- Martin, S. P. (1995). The experience of minority spirituality: What does it say to CLC and the church in the United States? *Harvest*, 28(3), 4-5.
- Martin, S. P. (1993). The vocation of a Catholic educator: Teaching as a sacred profession. *Conversation among Jesuit Secondary Schools*, 3, 11-12.
- Martin, S. P. (1993). The integration of mission, process and the option for the poor. *Harvest*, 26(2), 24-25.
- Martin, S. P. (1990). Is Catholic education providing something public schools cannot? *America*, 162, 520-522. Reprinted in the *Supplement to the Catholic League Newsletter*, July, 1990, 17(7).

PAPERS PRESENTED AT PEER REFEREED CONFERENCES

Higareda, I., Martin, S. P., & Litton, E. F. (2009, April). The promise of Catholic schools for educating urban youth. Paper presented at the National Catholic Education Association Annual Meeting, Anaheim, CA.

Baltodano, M. P., Lapayese, Y. V., Martin, S. P., McCullough, M. K., Parragil, H. (2008, March). Can education doctorates (Ed.D.) fulfill the expectations of practical-oriented inquiries within a social justice framework? Paper presented at the American Educational Research Association Annual Meeting, New York.

Martin, S. P., McCullough, M. K., & Litton, E. F. (2006, April). Assessing cultural diversity in Catholic schools. Paper presented at the National Catholic Education Association Annual Meeting, Atlanta, GA.

Martin, S. P., & Litton, E. F. (2005, March). Cultural diversity and Catholic schools. Paper presented at the National Catholic Education Association Annual Meeting, Philadelphia, PA.

Martin, S. P. (2004, November). Cultural diversity and interracial conflict at a college preparatory school. Paper presented at the annual meeting of the Council on Education, American Anthropological Association, San Francisco, CA.

Martin, S. P., & Litton, E. F. (2004, April). Curriculum, instruction, and cultural diversity: Issues in Catholic secondary schools. Paper presented at the National Catholic Education Association Annual Meeting, Boston, MA. Available in audio from Chesapeake Audio/Video Communications, Elkridge, MD.

Martin, S. P., & Litton, E. F. (2003, April). Educational responses to cultural diversity: Strategies and considerations for Catholic educators. Paper presented at the National Catholic Education Association Annual Meeting, Atlantic City, NJ. Available in audio from Chesapeake Audio/Video Communications, Elkridge, MD.

Martin, S. P., & Litton, E. F. (2003, April). Strategies for student-centered teaching and learning. Paper presented at the National Catholic Education Association Annual Meeting, Atlantic City, NJ.

Martin, S. P. (2003, January). Trends in teacher education: State and national implications for inner city schools. Paper presented at the annual meeting of the American Association of Colleges of Teacher Education, New Orleans, LA.

Martin, S. P., & McCullough, M. K. (2002, April). Assessing campus climate and culture: Ensuring equity and diversity in Catholic secondary schools. Paper presented at the National Catholic Education Association Annual Meeting, Atlantic City, NJ. Available in audio from Chesapeake Audio/Video Communications, Elkridge, MD.

Martin, S. P. (2002, February). The California teacher shortage: State and national implications for inner city schools. Paper presented at the annual meeting of the American Association of Colleges of Teacher Education, New York, NY.

Esquivel, R., & Martin, S. P. (2002, February). Navigating the ELD freeway: Formula for successful staff development. Paper presented at the annual meeting of the California Association of Bilingual Education, San José, CA.

- Martin, S. P. (2001, December). Life in schools of education: What does social justice look like in the world of accreditation and standards? Paper presented at the annual meeting of the American Anthropological Association, Washington DC.
- Martin, S. P., & Litton, E. F. (2001, November). Research on the digital divide: Perceptions of culturally diverse university students. Paper presented at the International Conference on Computers in Education, Seoul, Korea. [Paper published in conference proceedings].
- Martin, S. P., & Litton, E. F. (2001, September). The influence of globalization, power and hegemony: Addressing power implications in language development. Paper presented at the 5th International Conference on Language and Development, Phnom Penh, Cambodia. [Paper published in conference proceedings].
- Martin, S. P., & McCullough, M. K. (2001, April). Assessing campus climate and culture: How is your school doing? Paper presented at the annual meeting of the National Catholic Educational Association, Milwaukee, WI.
- Martin, S. P., & Litton, E. F. (2001, March). Technology and social change: Perceptions of culturally diverse university students. Paper presented at the annual meeting of the Society for Information Technology and Teacher Education, Orlando, FL. [Paper published in conference proceedings].
- Esquivel, R., & Martin, S. P. (2001, February). Making your Title VII evaluation a success. Paper presented at the annual meeting of the California Association of Bilingual Education, Los Angeles, CA.
- Martin, S. P. (2000, November). Transforming a school of education through social justice paradigms: Issues of power and critical pedagogy. Paper presented at the annual meeting of the American Anthropological Association, San Francisco, CA.
- Martin, S. P., Colín, E., & Rodriguez, J. M. (2000, November). Éxitos en el salón: Maestros como investigadores y la pedagogía crítica. Paper presented at the Jornada Pedagógica Internacional para la Educación Bilingüe, Los Angeles, CA.
- Martin, S. P., Colín, E., & Herrera, F. (2000, October). Cultural work in the classroom: Critical literacy for Central American students. Paper presented at the Central American Education Conference, Los Angeles, CA.
- Martin, S. P. (2000, April). Diversity, leadership and social justice. Paper presented at the National Catholic Education Association Annual Meeting, Baltimore, MD. Available in audio from Chesapeake Audio/Video Communications, Elkridge, MD.
- Martin, S. P., Herrera, F., & Colín, E. (2000, March). *Caminando*: The successful use of music and folklore in the K-16 classroom. Paper presented at the annual meeting of the California Association of Bilingual Education, San Francisco, CA.
- Martin, S. P. (2000, March). Bilingual/intercultural education in Guatemala and the United States: A comparative study. Paper presented at the annual meeting of the Comparative and International Education Society, San Antonio, TX.
- Martin, S. P. (1999, November). Transforming teacher education through sociocultural/constructivist and social justice paradigms: A case study. Paper presented at the annual meeting of the American Anthropological Association, Chicago, IL.

- Lavadenz, M., & Martin, S. P. (1999, April). Developing a sociocultural/constructivist framework for teacher education: Reconstructing theory and practice. Paper presented at the American Educational Research Association Annual Meeting, Montreal, Canada.
- Martin, S. P. (1999, April). Practical suggestions for promoting diversity in Catholic high schools. Paper presented at the National Catholic Education Association Annual Meeting, New Orleans, LA. Available in audio from Chesapeake Audio/Video Communications, Elkridge, MD.
- Martin, S. P. (1999, February). The sociocultural and constructivist theories as foundations for the change process. Paper presented at the American Association of Colleges of Teacher Education Annual Meeting, Washington DC.
- Martin, S. P., & Lavadenz, M. (1998, December). Beyond multicultural education: A framework for understanding educational responses for cultural diversity in teacher education. Paper presented at the American Anthropological Association Annual Meeting, Philadelphia, PA.
- Martin, S. P., & Lavadenz, M. (1998, October). Reforming teacher education beliefs and practices: The sociocultural/constructivist approach. Paper presented at the National Association for Multicultural Education Annual Meeting, St. Louis, MO.
- Martin, S. P. (1998, July). Preparing teachers for the 21st century: A comprehensive analysis of educational responses to cultural diversity. Paper presented at the China-U.S. Conference on Education, Beijing, People's Republic of China.
- Martin, S. P. (1998, April). The relationship between language and culture: Considerations for Catholic educators. Paper presented at the National Catholic Education Association Annual Meeting, Los Angeles, CA. Available in video and audio from Chesapeake Audio/Video Communications, Elkridge, MD.
- Martin, S. P. (1998, April). The relationship of cultural diversity to Jesuit secondary education in the United States: A theoretical and case study analysis. Paper presented at the National Catholic Education Association Annual Meeting, Los Angeles, CA.
- Lavadenz, M., & Martin, S. P. (1998, February). Preparando a los maestros a responder a la diversidad cultural: Una estructura inclusiva para el desarrollo profesional. Paper presented at the V Seminario Científico acerca de la Calidad de la Educación: Intercambio de Experiencias de Profesionales Cubanos y Norteamericanos. Asociación de Pedagogos de Cuba, Cienfuegos, Cuba.
- Martin, S. P., & Lavadenz, M. (1998, February). Understanding educational responses to cultural diversity: Beyond multicultural education. Paper presented at the California Association of Bilingual Education Annual Meeting, San José, CA.
- Martin, S. P. (1997, November). The relationship of cultural diversity to Jesuit secondary education in the US: A theoretical and case study analysis. Paper presented at the American Anthropological Association Annual Meeting, Washington DC.
- Poindexter, C., Martin, S. P., & Oliver, I. (1997, November). Multicultural literature: A dialogue between practice and theory. Paper presented at the Kappa Delta Pi Biannual Meeting, St. Louis, MO.

- Poindexter, C., Oliver, I., & Martin, S. P. (1997, October). A dialogue on multicultural literature. Paper presented at the National Association for Multicultural Education Annual Meeting, Albuquerque, NM.
- Collins, M., & Martin, S. P. (1997, April). Catholic schools and cultural diversity. Paper presented at the National Catholic Education Association Annual Meeting, Minneapolis, MN. Available in video and audio from Chesapeake Audio/Video Communications, Elkridge, MD.
- Lavadenz, M., & Martin, S. P. (1997, March). Understanding educational responses to cultural diversity: A comprehensive framework. Paper presented at the Comparative and International Education Society Annual Meeting, Mexico City, D. F., Mexico.
- Castaneda, M. E.; Martin, S. P.; Medina, H. A.; Díaz-Greenberg, R.; & Lavadenz, M. (1997, February). Building bridges with the Central American community: Projects that provide service and increase understanding about the Central American community. Panel presentation at the California Association of Bilingual Education Annual Meeting, San Diego, CA.
- Martin, S. P., & Lavadenz, M. (1997, January). Educational responses to cultural diversity: A typology for teacher education. Professional clinic presented at the Association of Teacher Educators Annual Meeting, Washington DC.
- Martin, S. P. (1996, November). Sociocultural factors affecting school culture for African American students: A case study. Paper presented at the National Association for Multicultural Education Annual Meeting, St. Paul, MN.
- Lavadenz, M., & Martin, S. P. (1996, November). Theoretical and practical responses to cultural diversity: A typology for teacher education. Paper presented at the National Association for Multicultural Education Annual Meeting, St. Paul, MN.
- McCullough, M., Lavadenz, M., & Martin, S. P. (1996, November). Sociocultural factors affecting school reform in culturally diverse settings. Paper presented at the National Association for Multicultural Education Annual Meeting, St. Paul, MN.
- Martin, S. P. (1996, April). Love sees all colors: Culture, ethnicity and the Gospel. Paper presented at the National Catholic Education Association Annual Convention, Philadelphia, PA. Available in audio cassette from Chesapeake Audio/Video Communications, Elkridge, MD.
- Martin, S. P., & Lavadenz, M. (1996, April). Theoretical and practical responses to cultural diversity: A typology for teacher education. Paper presented at the American Educational Research Association Annual Meeting, New York, NY.
- Martin, S. P. (1996, February). Problems with Teaching *Huck Finn*: The reactions of African American males in a college preparatory school. Paper presented at the American Association of Colleges for Teacher Education Annual Meeting, Chicago, IL.
- Martin, S. P., & Lavadenz, M. (1996, February). Theoretical and practical responses to cultural diversity: A typology for teacher education. Paper presented at the American Association of Colleges for Teacher Education Annual Meeting, Chicago, IL.

Martin, S. P. (1995, April). The relationship between Jesuit education and cultural diversity. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA.

Martin, S. P. (1994, April). Cultural diversity in Catholic secondary schools: Issues, challenges and invitations. Paper presented at the National Catholic Education Association Annual Convention, Anaheim, CA. Available in audio cassette from Chesapeake Audio/Video Communications, Elkridge, MD.

Martin, S. P. (1992, November). The problem of multicultural education. Paper presented at the Comparative and International Education Society Regional Conference, Stanford University, Palo Alto, CA.

Martin, S. P. (1990, March). Hispanic students and Jesuit education: A support program evaluation. Paper presented at the Comparative and International Education Society Annual Conference, Anaheim, CA.

INVITED PAPER PRESENTATIONS, KEYNOTE ADDRESSES AND LECTURES

Martin, S. P. (2010, June). State of education: Economic impact and LMU's response. Presentation to the Westchester Rotary Club, Los Angeles, CA.

Martin, S. P. (2010, April). Change and challenge in Los Angeles education: The LMU SOE and the real world of schools. Presentation to the LAX Chamber of Commerce Leadership Academy, Los Angeles, CA.

Martin, S. P. (2009, November). Change and challenge in Los Angeles education: The LMU SOE and the real world of schools. 6th Annual Dean's Convocation, School of Education, Loyola Marymount University, Los Angeles, CA.

Martin, S. P. (2009, March). Crisis and opportunity in public education: The LMU School of Education responds. Presentation to the LAX Coastal Area Chamber of Commerce, Los Angeles, CA.

Martin, S. P. (2008, November). Crisis and opportunity in public education: The LMU School of Education responds. Presentation to the LAX Coastal Area Chamber of Commerce Education Committee, Los Angeles, CA.

Martin, S. P. (2008, November). Crisis and opportunity in public education: The LMU School of Education responds. 5th Annual Dean's Convocation, School of Education, Loyola Marymount University, Los Angeles, CA.

Martin, S. P. (2007, November). Becoming educators in the Jesuit tradition: Saying yes to possibilities and maintaining optimism in difficult times. 4th Annual Dean's Convocation, School of Education, Loyola Marymount University, Los Angeles, CA.

Martin, S. P. (2006, November). Becoming a new generation of leaders: The role of inspiration, innovation, and invitation in the life of the SOE. 3rd Annual Dean's Convocation, School of Education, Loyola Marymount University, Los Angeles, CA.

Martin, S. P. (2006, October). Enabling Hispanic leadership. Lecture presented at the 2006 Chief Administrators of Catholic Education (CACE) Annual Meeting, Los Angeles, CA.

- Martin, S. P. (2005, November). To stand against forgetting: Integration of theory, practice, and social justice in education. 2nd Annual Dean's Convocation, School of Education, Loyola Marymount University, Los Angeles, CA.
- Martin, S. P. (2005, March). No child left behind: Are schools getting better? Lecture presented at President's Day, Loyola Marymount University, Los Angeles, CA.
- Martin, S. P. (2004, November). What happens to a dream deferred? Educational empowerment and the promise of the future. 1st Annual Dean's Convocation, School of Education, Loyola Marymount University, Los Angeles, CA.
- Martin, S. P., & McCullough, M. K. (2004, March). School reform: Small learning communities to engage students. Lecture presented at President's Day, Loyola Marymount University, Los Angeles, CA.
- Martin, S. P. (2004, January). Cultural diversity and the Catholic educational tradition. Keynote presented to the students of Crespi and Louisville High Schools, Los Angeles, CA.
- Martin, S. P. (2003, March). National accreditation and assessment in school of education: Radical change or business as usual? Lecture presented at President's Day, Loyola Marymount University, Los Angeles, CA.
- Martin, S. P. (2002, August). Cultural diversity and Catholic higher education: Challenges and invitations. Keynote address at the Annual Faculty Colloquium, Mount St. Mary's College, Los Angeles, CA.
- Martin, S. P. (2002, July). Cultural diversity and Catholic university campus ministry: Issues of equity, access and community. Lecture presented at the Frank J. Lewis Institute, University of San Diego, San Diego, CA.
- Martin, S. P. (2002, March). Charter schools as instruments of educational reform: A panacea or a problem for school equity? Lecture presented at President's Day, Loyola Marymount University, Los Angeles, CA.
- Martin, S. P. (2001, October). Homophobia, sexism and the Jesuit high school: Making Catholic secondary schools inclusive for all students. Keynote address at the Loyola High School Faculty Forum on Diversity, Loyola High School, Los Angeles, CA.
- Martin, S. P. (2001, July). Catholic university campus ministry and cultural diversity: Issues of equity, access and community. Lecture presented at the Frank J. Lewis Institute, University of San Diego, San Diego, CA.
- Lavadenz, M., & Martin, S. P. (2001, March). Preparing teachers for the 21st century. Lecture presented at President's Day, Loyola Marymount University, Los Angeles, CA.
- Martin, S. P. (2000, June). Catholic university campus ministry and cultural diversity: Issues and challenges for campus ministry staff. Lecture presented at the Frank J. Lewis Institute, University of San Diego, San Diego, CA.
- Martin, S. P. (2000, March). Standards and cultural diversity. Lecture presented at President's Day. Loyola Marymount University, Los Angeles, CA.
- Martin, S. P. (1999, October). Education in the new millennium: Invitations and challenges for the 21st century. Keynote address at the annual meeting of the California Scholarship Federation, San Pedro, CA.

- Martin, S. P. (1999, August). Sociocultural views of learning. Lecture presented at the English Language Development Institute, Los Angeles Annenberg Metropolitan Project (LAAMP) -ARCO Foundation, Los Angeles, CA.
- Martin S. P., & Colín, E. (1999, July). La educación multicultural: Un análisis comparativo entre los Estados Unidos y Guatemala. Lecture presented to the faculty, staff and students of EDUMAYA, Universidad Rafael Landívar, Guatemala, GUAT.
- Lavadenz, M., Martin S. P., & Colín, E. (1999, July). Investigaciones cuantitativas que utilizan la tecnología y las encuestas. Workshop presented to the Social Science/Political Science faculty, Universidad Rafael Landívar, Guatemala, GUAT.
- Martin S. P., & Colín, E. (1999, July). La investigación cualitativa: Teorías y metodologías. Lecture presented to the Social Science/Political Science faculty, Universidad Rafael Landívar, Guatemala, GUAT.
- Martin, S. P., & Colín E. (1999, July). Estrategias para una educación constructivista e intercultural: La formación de docentes. Lecture presented to the School of Education, Universidad Rafael Landívar, Guatemala, GUAT.
- Martin, S. P. (1999, June). Multicultural education and culturally responsive pedagogy: Theoretical and practical applications for education. Lecture presented to the California Reading and Literature Project. California State University, Los Angeles, CA.
- Martin, S. P. (1999, June). Diversity issues for university campus ministry. Lecture presented at the Frank J. Lewis Institute, University of San Diego, San Diego, CA.
- Martin, S. P., & Colín, E. (1999, April). A view from the inside: The intersection of faith and culture in the work of a Latina writer and a Latino musician. Invited paper presented at the 2nd Annual Community of Writers Gathering, Loyola Marymount University, Los Angeles, CA.
- Martin, S. P., (1998, November). Catholic high schools: Dimensions of hope for the next millennium. Keynote address at the Catholic Educator's Conference, High School Symposium, Archdiocese of San Antonio, San Antonio, TX.
- Martin, S. P. (1998, October). Doing research with women of color: Considerations for cultural sensitivity and empowerment. Lecture presented to the research staff of the Women's Health Initiative, UCLA School of Medicine, University of California at Los Angeles, Los Angeles, CA.
- Martin, S. P. (1998, April). Día de reconocimiento: La importancia de la familia, la comunidad, y el futuro. Keynote Address at the Latino Student Graduation, *Día de Reconocimiento*, Loyola Marymount University, Los Angeles, CA.
- Martin, S. P. (1997, October). Creating culturally responsive classrooms: Using the funds of knowledge of culturally diverse learners. Address presented at the 9th Annual Cross Cultural Special Education Conference, San Diego County Office of Education, San Diego, CA.

- Martin, S. P. (1997, April). Diversity issues for Jesuit secondary schools: Challenges, opportunities, and future directions. Keynote Address at the Jesuit Secondary Education Association Diversity Conference, Sedalia, CO.
- Martin, S. P. (1997, January). Multiculturalism and the Jesuit tradition: A framework for understanding cultural diversity. Jesuit Center Lecture Series. Loyola University, New Orleans, LA.
- Poplin, M., & Martin, S. P. (1996, November). Developing culturally responsive classrooms. Address presented at the 8th Annual Cross Cultural Special Education Conference, San Diego County Office of Education, San Diego, CA.
- Martin, S. P. (1996, May). Catholicity and the challenge of difference: Fostering unity in diversity. Keynote address at the Student Affairs Divisional Workshop, *Cura Personalis: A Catholic Perspective*, Loyola Marymount University, Los Angeles, CA.
- Martin, S. P. (1995, October). Cultural diversity issues in Jesuit higher education: Challenges and opportunities. Paper presented at the Fall Meeting of the Association of Jesuit Colleges and Universities Teacher Education Conference, University of San Francisco, San Francisco, CA.
- Martin, S. P. (1995, July). Mission in the context of the United States. Lecture presented at the National Convention of the Christian Life Communities, John Carroll University, Cleveland, OH.
- Martin, S. P. (1995, July). Scriptural foundations for mission. Lecture presented at the National Convention of the Christian Life Communities, John Carroll University, Cleveland, OH.
- Martin, S. P. (1995, May). Catholicity and the challenge of difference: Fostering unity in diversity. Paper presented at the Student Affairs Conference, Loyola Marymount University, Los Angeles, CA.
- Martin, S. P. (1992, April). Multicultural education and Catholic schools: Issues and challenges. Paper presented at the Dean's Lecture Series, Jesuit School of Theology, Berkeley, CA.

GRANTS FUNDED

- Martin, S. P. (2008). LMU Family of Schools Initiative. Wells Fargo Foundation. \$250,000.
- Martin, S. P. (2006). New Initiative: Charter School Leadership Academy. Weingart Foundation. \$1 million.
- Martin, S. P. (2004, Summer). Responding to issues of equity, advocacy, and diversity: Challenges and opportunities for Catholic schools. Loyola Marymount University Faith and Justice Research Grant. \$4000.
- Martin, S. P. (2002, Summer). Academic Technology Grant for on-line course development. Loyola Marymount University. \$3000.
- Martin, S. P. (2002, Summer). Supplemental Research Grant. Loyola Marymount University. \$1000.
- Martin, S. P. (2001, Summer). Creating safe schools for all students: The EAGLES Academy for at-risk youth. Loyola Marymount University Summer Proposal Development Grant. \$3500.

Martin, S. P. (1999, Spring). College Fellowship Grant Award. Loyola Marymount University. Two course remissions.

Martin, S. P. (1998). Developing culturally responsive classrooms: A preparation program for teacher education. Loyola Marymount University Summer Proposal Development Grant. \$3000.

Martin, S. P. (1997). Educational responses to cultural diversity in the United States since the 1960s: A historical review and analysis. Loyola Marymount University Summer Research Grant. \$3000.

Martin, S. P., & Sotelo, A. (1996-1997). Ignatian way of life for youth and young adults. Arrupe-CLC Trust Fund. \$1670.

Martin, S. P. (1996). Ethnic clubs and school culture: Building community or promoting division in educational settings? Loyola Marymount University Summer Research Grant. \$3000.

Martin, S. P., & Artiga, E. S. (1992-1993). Multicultural education training for Catholic schools. McGivney Memorial Fund, National Catholic Educational Association. \$500.

PROFESSIONAL EVALUATION REPORTS, PROPOSALS AND APPLICATIONS

Martin, S. P. (2003, August). Title VII Systemwide Improvement Grant Final Evaluation Report. Award Number T291R70006, Lynwood Unified School District.

Martin, S. P. (2001, September). Title VII Systemwide Improvement Grant Biennial Evaluation Report. Award Number T291R70006, Lynwood Unified School District.

Martin, S. P. (2001, June). Title VII Comprehensive School Grant. Wilson Elementary School, Lynwood Unified School District.

Martin, S. P. (2001, May). Title VII Systemwide Improvement Grant Year Four Performance Report. Award Number T291R70006, Lynwood Unified School District.

Martin, S. P. (2000, October). Blue Ribbon School Application. Washington School, Lynwood Unified School District.

Martin, S. P. (2000, May). Title VII Systemwide Improvement Grant Year Three Performance Report. Award Number T291R70006, Lynwood Unified School District.

Martin, S. P. (2000, January). Title I Achieving Schools Application. Lincoln Elementary School, Washington Elementary School, Lugo Elementary School. Lynwood Unified School District.

Martin, S. P. (1999, December). Distinguished Schools Application. Washington Elementary School, Lynwood Unified School District. Selected as Distinguished School and as the Urban School Anchor Paper by the California Department of Education, 2000-2001.

Martin, S. P. (1999, September). Title VII Systemwide Improvement Grant Biennial Evaluation Report. Award Number T291R70006, Lynwood Unified School District.

Martin, S. P. (1999, June). Title VII Systemwide Improvement Grant Year Two Performance Report. Award Number T291R70006, Lynwood Unified School District.

Martin, S. P. (1999, January). Title I Achieving Schools Application. Lincoln Elementary School, Washington Elementary School, Lugo Elementary School. Lynwood Unified School District. Lincoln Elementary selected as Honorable Mention, California Department of Education.

Martin, S. P. (1998, June). Title VII Systemwide Improvement Grant Year One Performance Report. Award Number T291R70006, Lynwood Unified School District.

PROFESSIONAL SERVICE

Appointed Commissioner, (2008-Present). California Commission on Teacher Credentialing. (Representing the Association of Independent California Colleges and Universities).

Board of Regents, (2005-Present). Loyola High School. Chair, Educational Resources Committee.

Board Member, (2005-Present). Teach For America, Los Angeles.

Examiner, (2004-Present). National Council for Accreditation of Teacher Education (NCATE) Board of Examiners.

Examiner, (2001-Present). California Committee on Accreditation, Board of Institutional Reviewers.

Board Member, (2000-Present). Green Dot Public Schools. Board Secretary, (2003-2009). Board Chairman, (2009-Present).

Regional Associate, Western Region, (1997-Present). National Catholic Education Association.

President, (2006-2009). Association of Jesuit Colleges and Universities Education Council.

Vice President, (2004-2006). Association of Jesuit Colleges and Universities Education Council.

Article Reviewer, (2004). *Catholic Education: A Journal of Inquiry and Practice*.

Article Reviewer, (2004). *Teacher Education Quarterly*.

Manuscript Reviewer, (2003). *Diversity pedagogy*. Boston: Allyn & Bacon.

Article Reviewer, (2003). *Teacher Education Quarterly*.

Article Reviewer, (2003). *Catholic Education: A Journal of Inquiry and Practice*.

Treasurer/Secretary, (2003-2004). Association of Jesuit Colleges and Universities Education Council.

Article Reviewer, (2002). *Teacher Education Quarterly*.

Article Reviewer, (2002). *Catholic Education: A Journal of Inquiry and Practice*.

Proposal Reviewer, (2002). American Anthropological Association, Council on Anthropology and Education.

External Reviewer, (2002). Doctoral dissertation, Institute for Catholic Educational Leadership. University of San Francisco, CA.

Article Reviewer, (2002). *Anthropology and Education Quarterly*.

Textbook Reviewer, (2001). *Educational foundations: Diverse histories, diverse perspectives*. New York: Longman.

Article Reviewer, (2001). *Catholic Education: A Journal of Inquiry and Practice*.

Article Reviewer, (2001). *Journal of Research on Christian Education*.

Special Theme Issue Reviewer, (2001). *Anthropology and Education Quarterly*.

Co-chair, (2000-2003). American Anthropological Association, Council on Anthropology and Education, Section 1, Schools and Society.

Board Member, (2000-2002). American Anthropological Association, Council on Anthropology and Education.

Article Reviewer, (2000). *Catholic Education: A Journal of Inquiry and Practice*. (3 articles).

Proposal Reviewer, (2000). American Anthropological Association, Council on Anthropology and Education.

Textbook Reviewer, (2000). *New project in the history of education*. Addison, Wesley and Longman.

Textbook Reviewer, (2000). For *Worldly Teachers: Cultural Learning and Pedagogy* by Martha Hawkes-Germain. Bergin and Garvey.

Article Reviewer, (1999). *Journal of Research on Christian Education*.

Prospectus Reviewer, (1999). *Educational foundations: Diverse histories, diverse perspectives*. New York: Longman.

Article Reviewer, (1999). *Catholic Education: A Journal of Inquiry and Practice*.

Textbook Reviewer, (1998). Greenwood Publishing Group.

Article Reviewer, (1998). *Catholic Education: A Journal of Inquiry and Practice*.

Editorial Board and Article Reviewer, (1997-2003). *Momentum*, peer reviewed section on research in Catholic schools.

Member, Board of Trustees, (1997-1998). Loyola High School, Los Angeles, CA.

Prospectus Reviewer, (1997). *Foundational perspectives in multicultural education*. New York: Longman.

Textbook Reviewer, (1997). For Utley, C. A. & Obiakor, F. E. (2001) *Special education, multicultural education, and school reform*. Springfield, IL: Charles C Thomas Publisher.

Textbook Prerevision Reviewer, (1997). For García, E. (1994). *Understanding and meeting the challenge of student cultural diversity*. Boston: Houghton Mifflin.

Chapter Revision Reviewer, (1997). For Chinn, P. (1994). Exceptional children from diverse cultural backgrounds, in N. Hunt & K. Marshall (1994), *Exceptional children and youth*. Boston: Houghton Mifflin, pp. 562-603.

Proposal Reviewer, (1996). AERA Conference, Division G, Section 3, Multicultural Contexts of Education.

Article Reviewer, (1996-1998). *Journal of Teacher Education*.

Proposal Reviewer, (1996). *Antología de las jornadas pedagógicas*.

Proposal Reviewer, (1996). AERA Conference, Division G, The Social Context of Education, Section 2, Micro-Sociocultural Contexts of Education; and Section 3, Multicultural Contexts of Education.

MEDIA PRESENTATIONS

Quoted in *The Argonaut*, (2010, June 30). LMU's School of Education—ranks among nation's best. *The Argonaut*. Retrieved from http://www.argonautnewspaper.com/articles/2010/07/01/news_-_features/westchester/w2.txt

Quoted in G. Walker, (2010, June 9). Westchester: LMU pledges to continue assistance with iDesign schools despite lack of formal agreement. *The Argonaut*. Retrieved from http://www.argonautnewspaper.com/articles/2010/06/10/news_-_features/top_stories/3w.txt

Quoted in G. Walker, (2010, March 3). LAUSD division charged with assisting transition to local control to close due to budget woes. *The Argonaut*. Retrieved from http://www.argonautnewspaper.com/articles/2010/03/04/news_-_features/top_stories/2w.txt

Quoted in *The Argonaut*, (2009, December 2). LMU Dean Shane Martin named new chairman for Green Dot Public Schools. *The Argonaut*. Retrieved from http://www.argonautnewspaper.com/articles/2009/12/03/news_-_features/westchester/w3.txt

Quoted in J. Parrott, (2009, August 17). Learning experience: Catholic schools are filling in the teacher gap with new grads looking for a challenge. *U.S. Catholic*. Retrieved from <http://www.uscatholic.org/life/young-adults/2009/08/learning-experience>

Quoted in D. Benavides, (2009, May 1). Survey: Parents in poor communities care about education. *The Tidings*. Retrieved from <http://www.the-tidings.com/2009/050109/urban.htm>

Quoted in G. Walker, (2008, October 23). Westchester school autonomy proponents celebrate progress made in school reform over the summer. *The Argonaut*. Retrieved from http://www.argonautnewspaper.com/articles/2008/10/23/news_-_features/westchester/w3.txt

Quoted in *The Argonaut*, (2008, August 28). LMU School of Education receives \$500,000 federal grant for special ed teacher training. *The Argonaut*. Retrieved from http://www.argonautnewspaper.com/articles/2008/08/28/news_-_features/westchester/w2.txt

Quoted in C. Rivera, (2008, August 26). A school transformed: The once-troubled St. Genevieve High in Panorama City thrives on an innovative curriculum stressing character development. *Los Angeles Times*. Retrieved from <http://articles.latimes.com/2008/aug/26/local/me-school26>

Quoted in G. Walker, (2008, July 17). LMU and L.A. Unified School District agree on partnership for five Westchester schools. *The Argonaut*. Retrieved from http://www.argonautnewspaper.com/articles/2008/07/17/news_-_features/westchester/w1.txt

Quoted in LAUSD News Release, (2008, June 20). Steven Rochelle Named Director of Learning and Leadership, Loyola Marymount University Family of Schools Partnership. Retrieved from http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/FLDR_LAUSD_NEWS/FLDR_PRESS_RELEASES/ROCHELLE.PDF

Quoted in *The Argonaut*, (2008, June 19). LMU's Math and Science Teaching Program enhances student learning. *The Argonaut*. Retrieved from http://www.argonautnewspaper.com/articles/2008/06/19/news_-_features/westchester/w1.txt

Quoted in *The Argonaut*, (2008, May 15). LMU research shows that a group of poor, marginalized students did better attending Catholic schools. *The Argonaut*. Retrieved from http://www.argonautnewspaper.com/articles/2008/05/16/news_-_features/westchester/w2.txt

Quoted in *The Argonaut*, (2008, April 24). LMU 'Educator of the Year' goes to Green Dot Schools founder Steve Barr. *The Argonaut*. Retrieved from http://www.argonautnewspaper.com/articles/2008/04/24/news_-_features/westchester/w3.txt

Quoted in *The Argonaut*, (2008, April 17). LMU School of Education makes top schools list of U.S. News & World Report for the first time. *The Argonaut*. Retrieved from http://www.argonautnewspaper.com/articles/2008/04/18/news_-_features/westchester/w3.txt

Quoted in G. Maleman, (2008, March 27). Hannon Foundation supports literacy. *The Argonaut*. Retrieved from http://www.argonautnewspaper.com/articles/2008/03/27/columns/geoff_maleman/gm.txt

Quoted in G. Walker, (2007, December 28). School autonomy moving ahead in Westchester. *The Argonaut*. Retrieved from http://www.argonautnewspaper.com/articles/2007/12/28/news_-_features/top_stories/3w.txt

Quoted in G. Walker, (2007, August 23). Green Dot Public Charter School founder to speak at Neighborhood Council about education reform. *The Argonaut*. Retrieved from http://www.argonautnewspaper.com/articles/2007/08/23/news_-_features/westchester/w1.txt

Quoted in P. Alexander, (2006, March 8). The Internet at school: A tool or a crutch? *MSNBC.com*.

Quoted in K. Rembacki, (2005, September 30). Can LMU handle a major disaster? *Los Angeles Loyolan*. p. 3.

Quoted in C. Rajo, (2005, August 16). Dan a concoer resultados de exámenes en escuelas. *Hoy*. p. 3.

Quoted in C. Daniels, (2004, August 11). Enrichment courses let teachers be students. *Los Angeles Times*, B2.

Quoted in J. Merl, (2001, June 25). New high school tallies its achievements. *Los Angeles Times*. B1, B8.

Quoted in J. Merl, (2000, June 1). New school tailored to Lennox. *Los Angeles Times*. pp. B1, B9.

Quoted in R. Rufo, (1998, May 9). School of education passes first accreditation test. *Los Angeles Loyolan*. pp. 1, 3.

Quoted in J. Marshall, (1997, February 26). Jesuit murders in El Salvador explored in address to LMU. *Los Angeles Loyolan*. p. 3.

Quoted in R. Johnston, (1996, March 29). Latino leaders emerging at [Loyola] Marymount. *National Catholic Reporter*. pp. 18-19.

Quoted in S. Stuart (1996, March 22). Multicultural programs tested at [Loyola] Marymount. *The Maroon*. pp. 1, 4.

PROFESSIONAL HONORS AND AWARDS

Catherine T. McNamee, CSJ Award, (2009). National Catholic Educational Association, Washington DC.

Cahalan Alumni Award, (2008). Loyola High School, Los Angeles, CA.

Michael J. Guerra Leadership Award, (2005). National Catholic Educational Association, Secondary School Department, Washington DC.

Who's Who in Education, (2005-Present).

Who's Who in the World, (2000-Present).

Who's Who in America, (2000-Present).

Faculty Appreciation Award, (1997). African American Studies and Office of Black Student Services, Loyola Marymount University, Los Angeles, CA.

Who's Who Among Students in American Universities and Colleges, (1990).

President Award, (1980). Loyola Marymount University, Los Angeles, CA.

HONOR SOCIETY MEMBERSHIPS

Alpha Sigma Nu (National Jesuit Honor Society)

Kappa Delta Pi (International Education Honor Society) LMU Chapter, Co-counselor, 1996-2004

Phi Beta Delta (Honor Society for International Scholars) USC Chapter

Revised on 08/24/2010

Phi Delta Kappa (National Education Honor Fraternity) USF Chapter

Pi Lambda Theta (International Honor Society in Education)

Society of Delta Epsilon (USC Education Alumni Honor Society)

PROFESSIONAL ORGANIZATION MEMBERSHIPS

American Anthropological Association (Council on Anthropology and Education) Co-chair of Section 1 (2000-2002), Anthropological Studies of Schools and Society.

American Association for Colleges of Teacher Education

American Educational Research Association (Division G, The Social Context of Education; Division K, Teacher Education; SIG, Associates for Research on Private Education; SIG, Catholic Education; SIG, Cultural-Historical Research; SIG, Hispanic Research Issues; SIG, Qualitative Research).

California Association for Bilingual Education

Comparative and International Education Society

National Association for Bilingual Education

National Catholic Educational Association

PROFESSIONAL ACTIVITIES

Panel Moderator, (2010, July). Public education at a crossroads: The future of educational reform in Los Angeles. Panel hosted by Education Pioneers and the LMU Family of Schools, Loyola Marymount University, Los Angeles, CA.

Session Chair, (2010, May). Catholic schools and the immigrant church: A focus on Latinos. Session at the American Educational Research Association Annual Meeting, Denver, CO.

Session Chair, (2010, April). Google, Google, everywhere! Session at the National Catholic Educational Association Annual Meeting, Minneapolis, MN.

Panelist, (2009, October). Exploring the future of schools of education. Dean's panel presentation at the California Council on Teacher Education Fall Conference, San Diego, CA.

Panel Moderator, (2009, September). The future of Catholic higher education. Inauguration of President Judith Greig, Notre Dame de Namur University, Belmont, CA.

Session Discussant, (2009, April). Teaching for social justice: Literacies of power, literacies of oppression, and the misappropriation of culturally responsive pedagogy. Session at the American Educational Research Association Annual Meeting. San Diego, CA.

Panelist, (2007, September). Finding and forming teachers and leaders. Conversation panel at the Carnegie Conversation on Catholic Education. Palo Alto, CA.

Panelist, (2006, October). Visions for California: Preparing all teachers to teach students with disabilities. California Council on Teacher Education, San Diego, CA.

Panelist, (2006, April). Fight for educational control. LMU Urban Lecture Series. Center for the Study of Los Angeles, Loyola Marymount University, Los Angeles, CA.

Panelist, (2006, April). Assessing campus climate and diversity: The LEAD center assessment tool. Panel presentation at the annual convention of the National Catholic Educational Association. Atlanta, GA.

Session Framer. (2005, April). What are future jobs going to be and how will higher education institutions meet hiring demands and opportunities? Los Angeles Business Council, Los Angeles, CA.

Session Chair, (2005, November). Education and Business Partnership Breakfast. Los Angeles Business Council, Los Angeles, CA.

Presenter, (2004, February). Professional development workshop on "Towards equity." Arcadia Unified School District BITSA Program, Arcadia, CA.

Panelist, (2003, November). Emergent issues in comparative education: New scholar's views at the beginning of the 21st century. Panel presentation at the Comparative and International Education Society Western Regional Conference, University of Southern California, Los Angeles, CA.

Presenter, (2003, November). Catholic School Religion Coordinators Conference Day, Loyola Marymount University, Los Angeles, CA.

Respondent and Advisory Board Member, (2003, November). "The color of God," The 3rd Annual Bellarmine Forum on Culture, Spirituality, and Justice. Loyola Marymount University, Los Angeles, CA.

Presenter, (2003, October). Professional development workshop on "Towards equity." West Covina Unified School District BITSA Program, West Covina, CA.

Presenter, (2003, September). Workshop on cultural competency. Pikes Peak Mental Health Center, Colorado Springs, CO.

Session Organizer and Chair, (2003, January). Building on a successful alliance for educational leadership, equity, and change: A case study of a university/Teach for America partnership. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, New Orleans, LA.

Presenter, (2002, October). Promoting intercultural awareness: Risks and tips. Center for Teaching Excellence, Loyola Marymount University, Los Angeles, CA.

Presenter, (2002, June). Workshop on Culture, Diversity, and Catholic University Campus Ministry. Frank J. Lewis Institute, University of San Diego, San Diego, CA.

Accreditation Visitation Cluster Leader, (2002, May). Common Standards Cluster, California Committee on Accreditation, Board of Institutional Reviewers, California State University, San Bernardino, CA.

Presenter, (2002, April-June). Professional development workshops on "Towards equity." Alhambra Unified School District BITSA Program, Alhambra, CA.

Presenter, (2002, April-May). Professional development workshops for middle school staff on meeting the needs of English Language Learners through English Language Development standards. Lindberg Middle School, Lynwood, CA.

Presenter, (2002, April). Workshop on cultural diversity and Catholic campus ministry. Catholic Campus Ministers Association, Western Regional Conference, Menlo Park, CA.

Presenter, (2002, March). Professional development workshops for elementary school staff on meeting the needs of English Language Learners through English Language Development standards. Lindberg Elementary School, Lynwood, CA.

Presenter, (2002, March). Professional development workshop on "Towards Equity." Arcadia Unified School District BITSA Program, Arcadia, CA.

Session Organizer and Chair, (2002, February). Creating innovative teacher education alliances for educational leadership, equity, and change: A case study of a university/Teach for America partnership. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, New York, NY.

Presenter, (2002, February). Professional development workshops for elementary school staff on meeting the needs of English Language Learners through English Language Development. Nueva Vista Elementary School, Bell, CA.

Presenter, (2002, February). Professional development workshop on cultural diversity and English language learners. South Bay BITSA Consortium, Manhattan Beach, CA.

Session Organizer and Chair, (2001, December). Life in schools: Issues of access, equity and critical pedagogy. Paper presentation session at the annual meeting of the American Anthropological Association, Washington DC.

Accreditation Visitation Team Member, (2001, November). California Committee on Accreditation, Board of Institutional Reviewers, California State University, Stanislaus, Modesto, CA.

Presenter, (2001, November). Professional development workshops for elementary school staff on meeting the needs of English Language Learners through English Language Development. Nueva Vista Elementary School, Bell, CA.

Presenter and Facilitator, (2001, October-November). Student-centered teaching in university settings. Faculty pedagogy workshop, Center for Teaching Excellence, Loyola Marymount University, Los Angeles, CA.

Presenter, (2001, October-November). Professional development workshop on equity and cultural diversity. Temple City BITSA Consortium, Temple City, CA.

Presenter and Facilitator, (2001, May). Faculty in-service on culturally responsive pedagogy and English Language development. Blessed Sacrament Elementary School, Los Angeles, CA.

Session Chair, (2001, April). National Catholic Educational Association 98th Annual Convention, Milwaukee, WI.

Presenter and Facilitator, (2001, March-April). Culturally responsive pedagogy in university settings. Faculty pedagogy workshop, Center for Teaching Excellence, Loyola Marymount University, Los Angeles, CA.

Presenter and Facilitator, (2001, March). Cultural diversity, Catholic identity and school culture. Principals' retreat, Diocese of Gallup, Gallup, NM.

Presenter, (2001, March). Faculty in-service on campus climate and culture. El Segundo High School, El Segundo, CA.

Presenter, (2001, February-May). Professional development workshops for elementary school staff on meeting the needs of English Language Learners through English Language development. Lynwood Unified School District, Lynwood, CA.

Presenter, (2000-2001, December-January). Professional development workshops for middle school staff on meeting the needs of English Language Learners through English Language development. Lynwood Unified School District, Lynwood, CA.

Presenter, (2000, December). Professional development workshop on cultural diversity and English Language Learners. South Bay BITSA Consortium, Manhattan Beach, CA.

Session Organizer and Chair, (2000, November). Transformative processes in schools: Issues of power, social justice and critical pedagogy. Paper presentation session at the annual meeting of the American Anthropological Association, San Francisco, CA.

Presenter, (2000, November). Assessment and cultural diversity in higher education. Pedagogy workshop, Center for Teaching Excellence, Loyola Marymount University, Los Angeles, CA.

Presenter, (2000, November). Culturally responsive pedagogy in university settings. Pedagogy workshop, Center for Teaching Excellence, Loyola Marymount University, Los Angeles, CA.

Executive Planning Committee Member, (2000, October). Central American Educational Conference, Los Angeles, CA.

Presenter, (2000, October). Culturally responsive pedagogy for university professors. Pedagogy workshop, Center for Teaching Excellence, Loyola Marymount University, Los Angeles, CA.

Session Chair, (2000, March). Comparative multiculturalism. Paper presentation session at the annual meeting of the Comparative and International Education Society, San Antonio, TX.

Panelist, (2000, March). Creating an intercultural campus. National Conference on Higher Education, American Association for Higher Education, Anaheim, CA.

Session Organizer and Chair, (1999, November). Transformative processes in teacher education: Dialogs, partnerships and modes of engagement. Paper presentation session at the annual meeting of the American Anthropological Association, Chicago, IL.

Presenter, (1999, November). Assessment and cultural diversity in higher education. Pedagogy workshop, Center for Teaching Excellence, Loyola Marymount University, Los Angeles, CA.

Presenter, (1999, November). Culturally responsive pedagogy in university settings. Pedagogy workshop, Center for Teaching Excellence, Loyola Marymount University, Los Angeles, CA.

Presenter, (1999, October). Culturally responsive pedagogy for university professors. Pedagogy workshop, Center for Teaching Excellence, Loyola Marymount University, Los Angeles, CA.

Presenter, (1999, October). Faculty in-service on sociocultural foundations for English Language Learners. Margaret Heath Elementary School, Baldwin Park, CA.

Respondent to Dr. James Banks, (1999, October). Multicultural citizenship education in the new century. Loyola Marymount University, Los Angeles, CA.

Respondent to Dr. James Banks, (1999, October). Faculty forum on cultural diversity. Loyola Marymount University, Los Angeles, CA.

Presenter and Facilitator, (1999, August). The vocation of the Catholic educator: Building a community of faith and hope. Faculty retreat, Aquinas High School, San Bernardino, CA.

Session Chair, (1999, April). National Catholic Educational Association 96th Annual Convention, New Orleans, LA.

Presenter, (1999, April). Beyond learning styles: Sociocultural/constructivist approaches to university teaching. Faculty colloquium, Loyola Marymount University, Los Angeles, CA.

Presenter, (1999, March). Cultural diversity and education: Issues for Catholic teachers. Training session, Responsibility Program, Loyola Marymount University, Los Angeles, CA.

Session Organizer and Chair, (1999, February). NCATE accreditation as the impetus for institutional restructuring. Symposium at the annual meeting of the American Association of Colleges of Teacher Education, Washington DC.

Panelist, (1998, October). Panel on racial and religious stereotypes, Loyola Marymount University, Los Angeles, CA.

Symposium Chair and Planning Committee Member, (1998, April). Diversity in the Catholic high school: Vision for the future. National Catholic Educational Association 95th Annual Convention, Los Angeles, CA.

Session Chair, (1998, April). National Catholic Educational Association 95th Annual Convention, Los Angeles, CA.

Presenter and Facilitator, (1998). Faculty in-service on cultural diversity. Chaminade High School, West Hills, CA.

Presenter and Facilitator, (1997, December). Faculty in-service on responding to diverse learners. Aquinas High School, San Bernardino, CA.

Presenter, (1997, November). Cultural aspects of the Unz initiative. Forum on the Unz initiative, Loyola Marymount University, Los Angeles, CA.

Presenter and Facilitator, (1997, November). Faculty in-service on cultural diversity. Roosevelt Elementary School, Lawndale, CA.

Presenter and Facilitator, (1997, October). Catholic school leadership: Faith, culture and community. Archdiocese of Los Angeles Conference for High School Principals, Sierra Madre, CA.

Presenter, (1997, July). Understanding culture for business communication. Asian Business Programs Summer Institute, Loyola Marymount University, Los Angeles, CA.

Presenter, (1997, May). Links across the pacific: Notions of a global culture. Los Angeles Center for International Studies Summer Institute, Loyola Marymount University, Los Angeles, CA.

Presenter, (1997, March). The role of Ebonics in K-12 education. Panel on teaching English in Los Angeles. Loyola Marymount University, Los Angeles, CA.

Presenter and Facilitator, (1997, February). Faculty in-service on culturally responsive teaching. Worthington Elementary School, Inglewood, CA.

Presenter and Facilitator, (1996, December). Faculty in-service on cultural diversity issues. Loyola High School, Los Angeles, CA.

Presenter, (1996, August). The vocation of the Catholic educator. Faculty retreat, Aquinas High School, San Bernardino, CA.

Co-presenter, (1996, April). Cultural diversity, teaching and learning. Faculty colloquium, Loyola Marymount University, Los Angeles, CA.

Presenter, (1995, December). Jesuit Secondary Western Region Conference on Diversity, Burlingame, CA.

Panelist, (1995, November). Panel on racial and religious stereotypes, Loyola Marymount University, Los Angeles, CA.

Presenter and Facilitator, (1995, August). Faculty in-service on the vocation of the Catholic educator and cultural diversity issues. Louisville High School, Woodland Hills, CA.

Presenter of expert public testimony, (1995, August). White House Panel on Excellence for Hispanics in Education, Los Angeles, CA.

Presenter and Facilitator, (1995, January). Faculty retreat on Catholic schools and cultural diversity. Santa Clara High School, Oxnard, CA.

Presenter and Facilitator, (1995, January). Faculty retreat on the spiritual foundations of diversity. Jesuit College Preparatory School, Dallas, TX.

Presenter and Facilitator, (1994, October). Faculty in-service on cultural diversity. Jesuit College Preparatory School, Dallas, TX.

Committee Member, (1994-1995). WASC Philosophy Committee, Loyola High School, Los Angeles, CA.

Presenter, (1994, March). Faculty in-service on multicultural learning styles. Ramona Convent Secondary School, Alhambra, CA.

Presenter and Facilitator, (1993, October). Cultural diversity for Catholic secondary schools. Annual Workshop for Catholic Secondary Principals of the Los Angeles Archdiocese, Sierra Madre, CA.

Presenter, (1993, October). Multicultural education for Catholic schools. Annual Workshop for Catholic Educators, Loyola Marymount University, Los Angeles, CA.

Presenter and Facilitator, (1992, January). Faculty retreat, Bellarmine College Preparatory, San José, CA.

Presenter, (1991, November). Faculty in-service on multicultural education. Bellarmine College Preparatory, San José, CA.

Presenter, (1991-1992). Department meetings on multicultural education. Bellarmine College Preparatory, San José, CA.

Presenter and Facilitator, (1991, February). Faculty retreat, Jesuit High School, Sacramento, CA.

UNIVERSITY COMMITTEES

University Effectiveness and Planning Coordinating Committee, (2009-Present).

Academic Affairs Council, (2006-Present).

Deans Council, (2005-Present).

University Teacher Education Committee, (1999-Present).

University Search Committee for Vice President for Research and Dean of Graduate Studies, (2006-2007, Chair).

Budget Committee, (2005-2009).

President's Task Force on Racial Bias, (2004-2005).

Academic Technology Committee, (2003-2006, Chair).

Information Technology Advisory Committee, (2002-2006).

Instructional and Research Technology Committee, (2002-2003, Chair).

Intercultural University Committee, (2002-2006).

Intercultural Faculty Committee, (2001-2005).

Multicultural Development Committee, (1995-1997, Chair).

Academic Computing Committee, (1996-2000, Chair, sub-committee on planning; chair, sub-committee on budget).

Computing Steering Committee, (1999-2000, Chair, sub-committee on the mission of technology; chair, sub-committee on academic computing).

Irvine Committee on Faculty and Diversity, (1999-2002).

Academic Honesty Committee, (1999-2000).

University Copyright Policy Committee, (1999-2000).

WASC Steering Committee, (2000).

SCHOOL OF EDUCATION COMMITTEES

School of Education Council, (2006-Present, Chair).

NCATE/CCTC Accreditation Steering Committee, (2001-2004, Chair).

Faculty Research Committee, (2001-2004; 2001-2003, Chair).

Dean's Advisory Committee, (2000-2005).

Strategic Planning Committee, (1999-2004).

Admissions Exceptions Committee, (1998-2001; 2003-2004).

Scholarship Award Committee, (1998-2001; 2003-2004).

Technology Committee, (1997-2004; 1997-2002, Chair).

Master's Thesis Committee, (1997-2001).

Council of Coordinators Committee, (1997-1998; 1999-2000; 2002-2004, Chair).

Secondary Education Program Advisory Committee, (1997-2002).

Conceptual Framework Committee, (1996-1999).

Faculty Search Committees, (1996; 1997; 1998; 1999; 2001; 2002, Chair; 2003, Chair; 2004, Chair)

Teacher Education Committee, (1995-2002).

Teacher Education Admissions Committee, (1995-2002).

LANGUAGE PROFICIENCY

Conversant fluency in Spanish.

PAUL MILLER-Board of Directors

EDUCATION

CAMBRIDGE UNIVERSITY – HUGHES HALL 2003-2005

Candidate for Doctor of Philosophy, International Studies

- Created an educational exchange between East Asia Institute of Cambridge University and the Democratic People's Republic of Korea (North Korea). Met with the highest ranking North Korean official to ever visit Europe. Sent first team to North Korea in 2004.
- Dissertation analyzed diplomatic missions to North Korea to generate theoretical insights regarding strategies for intercultural negotiation.

LONDON SCHOOL OF ECONOMICS 2002-2003

Master of Science, European Political Economics: Transition

- Dissertation analyzes local, national, and international legal and institutional efforts to promote the human rights of the Roma/Gypsy minority group in Romania.

UNIVERSITY OF SOUTHERN CALIFORNIA 1998-2002

Bachelor of Arts, Political Science; Psychology

Magna Cum Laude (3.91 GPA)

- Political science honors thesis evaluated a case study of the CODESA negotiations to end apartheid in South Africa.
- Psychology honors thesis created a psychometric test of political attitudes and behaviors. Administered test to voters across the country and employed linear regression analysis to determine the relationship between ethnic identification, perceived relative economic deprivation, and voting behavior.

AWARDS RECEIVED/PROFESSIONAL AFFILIATIONS

2005 Corps Member – Teach For America

Marshall Scholar – Awarded George C. Marshall Scholarship

Truman Scholar – Awarded Harry S. Truman Scholarship

Galbraith Scholar – Awarded John Kenneth Galbraith Scholarship

Phi Beta Kappa Member – Awarded membership to Phi Beta Kappa honor society

Korea Discussion Group – Invited Member of the Royal Institute of International Affairs

PROFESSIONAL EXPERIENCE

Teach for America- Los Angeles, Los Angeles, CA 7/2009- Present

Executive Director

Manage implementation of the vision and plan for Teach For America's impact in Los Angeles by 2015

Lead region's funding growth from \$6.9 million to \$9.6 million by 2012

Generate pathway to bring in 300 corps members by 2015.

Camden Empowerment Zone Corporation, Camden, NJ 9/2008 – 3/2009

Acting Chief Executive Officer/ Board President

Developed long-term strategic plan for the Camden Empowerment Zone Corporation.

Rewrote and ratified the corporation's constitution and by-laws.

Leveraged \$20.1 million federal award into \$100+ million of residential and commercial development.

Created affordable and emerging market rate housing and more than 2,000 jobs.

Cooper Grant Neighborhood Association, Camden, NJ 8/2006 – 6/2009

President

Managed a \$7 million housing development.

Leadership of the longest standing civic organization in the city of Camden.

Hosted the 2007 Camden City Council Candidate Forum.

U.S. Wiggins School, Camden, NJ 8/2005 – 8/2007

Teach for America

Full time classroom instruction of students in urban setting.

80% of students passed rigorous federally-mandated standardized testing.

Jesse M. Unruh Institute of Politics, Los Angeles, CA 2/2002 – 9/2002

Freelance Journalist

Wrote and edited articles for a local news magazine *The Speaker*.

Aided in the drafting and development of a five-year strategic plan.

USC Student Athletic Academic Services, Los Angeles, CA 2/2000 – 8-2002

Supervisor/NCAA Certified Tutor

Organized and conducted academic support programs for 400 USC athletes.

Tutored athletes in Political Science and Spanish.

Ivy West Test Preparatory Company, Los Angeles, CA 1/2001 – 8/2001

Classroom Instructor

Premium classroom SAT instruction for economically disadvantaged students

VOLUNTEER EXPERIENCE/INTERNSHIPS

Serving Youth Through Education, Los Angeles, CA 1/2001 – 5/2003

Founder/ Director

Developed a curriculum-based mentoring program designed to create positive change in communities by providing maturing young men with the support, information, and resources needed to make informed decisions about their futures.

Eighty students graduated from the program over three years.

U.S. EPA Criminal Investigation Division, Washington D.C. 6/1999 – 9/1999

Agent/Intern

Investigated environmental criminal cases; participated in evidence collection and witness depositions.

Curriculum Vitæ

THEODORE REED MITCHELL-BOARD OF DIRECTORS

Office: 49 Stevenson St. #575
San Francisco, CA 94105
(415) 615-6865

E-mail: tmitchell@newschools.org

CURRENT POSITION

President & CEO, NewSchools Venture Fund 2005-present

EXECUTIVE AND ADMINISTRATIVE POSITIONS

President, Occidental College, 1999-2005

Vice President for Education and Strategic Initiatives, J. Paul Getty Trust, 1998-9

Vice Chancellor, External Affairs, UCLA, 1997-8

Vice Chancellor, Academic Planning & Budget, UCLA, 1996-7

Dean, Graduate School of Education & Information Studies, UCLA, 1992-8

Deputy to the President and to the Provost, Stanford University, 1991-2

Chair, Department of Education, Dartmouth College, 1989-1991

ACADEMIC POSITIONS

Professor, Department of History, Occidental College, 1999-present (on leave)

Professor, Department of Education, UCLA, 1997-99

Associate Professor, Department of Education, UCLA, 1992-97

Associate Professor, Department of Education and, by courtesy: Mathematics and Social Sciences, Policy Studies, Dartmouth College, 1988-1991

ACADEMIC POSITIONS (cont'd)

Assistant Professor, Department of Education and, by courtesy: Mathematics and Social Sciences, Policy Studies, Dartmouth College, 1982-88

Charles Culpeper Fellow in Social Policy, Dartmouth College, 1981-82

EDUCATION

Stanford University: Ph.D. School of Education, Social Sciences in Education, June 1983

Stanford University: A.M. Department of History, June 1980

Stanford University: A.B. with Distinction, double major in History and Economics, June 1978, Phi Beta Kappa

ACADEMIC HONORS, AWARDS, FELLOWSHIPS

Doctor of Humane Letters, *Honoris Causa*, Occidental College, 2007

Doctor of Education, *Honoris Causa*, Pomona College, 2004

Change Magazine "Young Leaders of the Academy," 1999

Spencer Fellow of the National Academy of Education, 1987-88

Charles Culpeper Fellow in Social Policy, Dartmouth College, 1981-82

Fellow, Organizations Research Training Program, Department of Sociology, Stanford University and the National Institute of Mental Health, 1980-81

Phi Beta Kappa, 1978

PUBLICATIONS

Books

McClafferty, K., C. Torres, and T. Mitchell (eds.) Challenges of Urban Education: Sociological Perspectives for the Next Century, (Albany: SUNY Press, 1999)

Torres, Carlos, and T. Mitchell (eds.) Sociology of Education: Emerging Perspectives, (Albany: SUNY Press, 1998)

Mitchell, Theodore R. Political Education in the Southern Farmers' Alliance 1887-1990, (Madison: University of Wisconsin Press, 1987)

Selected Articles and Book Chapters

- “Turning Points: Reconstruction and the Growth of National Influence in Education,” in Larry Cuban and Dorothy Shipps (eds.) Reconstructing the Common Good in Education: Coping with Intractable American Dilemmas, (Stanford: Stanford University Press, 2000), pp. 32-50
- “Poles Apart: Reconciling the Dichotomies in Educational Research,” in Ellen Condliffe Longman and Lee S. Schulman (eds.) Issues in Education Research: Problems and Possibilities, (San Francisco: Jossey-Bass, 1999), pp. 42-62 (with Analee Haro)
- “Historical Perspectives on Class and Race in Education: The Case of School Reform in the New South, 1890-1910,” in Torres and Mitchell, (eds.) Emerging Perspectives in the Sociology of Education (Albany: SUNY Press, 1998)
- “‘Something, but Not Very Much:’ School-University Partnerships in Historical Perspective,” in P. Michael Timpane and Lori White, (eds.) Higher Education and School Reform, (San Francisco: Jossey-Bass, 1998), pp.15-40 (with Larry Torres)
- “Border Crossings: Organizational Boundaries and Challenges to the American Professoriate,” Dædalus: Journal of the American Academy of Arts and Sciences, Volume 126, Number 4 (Fall 1997) pp. 265-292
- “To Sow Contentment: Philanthropy, Scientific Agriculture and the Making of the New South.” Journal of Social History, vol. 24, no. 2, (Winter 1990), pp. 317-340 (with Robert Lowe)
- “From Black to White: The Transformation of Educational Reform in the New South, 1890-1914,” Educational Theory, vol. 39, no. 4, (Fall, 1989) pp. 337-350

Selected Essays, Opinions

- “Better Education through innovation,” Los Angeles Times, August 31, 2008 (with Cory Booker and John Doerr)
- “Expand College Grants” Los Angeles Times, June 10, 2008 (with Jonathan Schorr)
- “Opportunity Knocks: Don’t keep school children waiting,” The San Jose Mercury News, April 15, 2008
- “Graduation Madness,” Washington Post April 6, 2008 (with Jonathan Schorr)
- “Counselors Too Important to Become Endangered Species,” San Francisco Chronicle, February 20, 2008
- “Removing Barriers to Student Success Need Not Break the Bank,” San Jose Mercury News January 6, 2008 (with Dede Alpert)
- “Undocumented Student Aid: Cal Grant Money Could Put College Within Their Reach,” Los Angeles Times, December 21, 2002

Essays, Opinions, and Introductions (cont’d)

“Kids’ Needs Must Be More Than Campaign Promises” Los Angeles Times, January 14, 2002,
(with Lois Salisbury)

“Busted from College Because of Where They Were Born”, Los Angeles Times, April 15, 2001

“City to Mayor: Take Our Advice” Los Angeles Times, July 1, 2001

“Make Teaching a 12-Month Job” Los Angeles Times, July 18, 2001

“Who Is Teaching Teachers to Teach” Los Angeles Times, July 22, 2001

“UC’s Budget for post-SAT I Admissions,” Sacramento Bee, February 23, 2001

In Process

The Republic for Which it Stands: Public Schooling and the Making of Modern America 1850-1965 (book manuscript)

SERVICE

President, California State Board of Education, 2007- present

Chair, Task Force on Teacher Effectiveness, Los Angeles Unified School District, 2008- present

Chair, Governor’s Commission (California) on Educational Excellence, 2005-2007

Chair, Rhodes Scholarship (Region VIII) Selection Committee, 2002-5

Chair, California Student Aid Commission Committee on Access Policy, 2004-5

Co-Chair, California Education Master Plan Committee on Emerging Modes of Delivery, 2003-5

Commissioner, Western Association of Schools and Colleges, 1999-2003

Co-Founder and Director, Los Angeles Annenberg Metropolitan Project (LAAMP), 1995-2003

Vice Chair, Stanford University Board of Trustees, 1988-1990

Member, Stanford University Board of Trustees, 1985-1990

CURRENT NOT -FOR -PROFIT BOARD MEMBERSHIPS

The National Alliance for Public Charter Schools, 2007-

ConnectEd, 2007-

EnCorps Teacher Program, 2007-

Green Dot Public Schools, 2008-

New Leaders for New Schools, 2008-

Alliance for College Ready Public Schools, 2003-

Children Now, 1998-

NewSchools Venture Fund, 1998-

CURRENT FOR- PROFIT BOARD MEMBERSHIPS

McClatchy Newspaper Company, 2001-

01/10

Ref Rodriguez, Ed.D.



PROFESSIONAL EXPERIENCE

2009 to
present

**President and CEO,
Partners for Developing Futures, Inc., Los Angeles, CA**

- Responsible for leading a social venture investment fund that invests in high-potential, early-stage minority-led charter schools and charter school networks that serve underserved students.
- Primary responsibilities include managing the day to day operations of the organization, raising funds, growing the organization to scale, maintaining a productive working relationship with the Board, and measuring organizational effectiveness.

1999 to
2009

**Founder and Co-Chief Executive Officer,
Partnerships to Uplift Communities (PUC), Inc., Los Angeles, CA**

- Responsible for the day to day operations of a nonprofit charter school management organization.
- During tenure, PUC grew from two to ten charter school campuses serving over 3000 students in Northeast Los Angeles and the Northeast San Fernando Valley.
- Managed the strategic growth of the organization ensuring maximum impact while maintaining fiscal health and organizational integrity.
- Developed the organization's centralized services division to support new and existing schools.
- Oversaw a senior management team responsible for curriculum and instruction, operations, finance, human resources, fundraising & development, strategic planning, and clinical counseling.
- Direct oversight responsibility for the implementation of a 30 million dollar annual operating budget.
- Led fundraising efforts which over time resulted in over 12 million dollars in external philanthropic support.
- Developed a revenue generating arm (PUC Services) that offers back office support services to other charter schools.

In 1999 founded California Academy for Liberal Studies, the first charter school in Northeast Los Angeles. In 2003 California Academy for Liberal Studies, Inc. and Community Charter Middle School, Inc. merged to become Partnerships to Uplift Communities, Inc. (PUC).

2009 to
present

**Lecturer, Institute of School Leadership and Administration
School of Education, Loyola Marymount University, Los Angeles, CA**

- Teach courses in the School of Education Master's program in Leadership and Administration and the Doctoral program in Leadership for Social Justice.

2007 to
2008

**Executive in Residence, Charter School Leadership Academy
School of Education, Loyola Marymount University, Los Angeles, CA**

- Responsible for developing and managing a program for aspiring leaders in charter schools leading to a Master's degree and/or an Administrative Services Credential.

- | | |
|-----------------|---|
| 1998 to
2000 | <p>Parish Manager, St. Francis de Sales Parish
Sherman Oaks, CA</p> <ul style="list-style-type: none"> ▪ Oversee the day to day business, finance, and administrative functions for a Catholic parish serving 3000 registered families. ▪ Responsible for developing, managing, and overseeing a 2.5 million dollar operating budget. |
| 1996 to
1998 | <p>Director of Administration and Development, Divine Savior School, Los Angeles, CA
Los Angeles, California</p> <ul style="list-style-type: none"> ▪ Oversee administration, finance, fundraising, and operations for a Catholic parochial school serving 300 students in grades k-8. |
| 1995 to
1996 | <p>Analyst/Executive Assistant, Office of the Vice Chancellor for Business & Finance,
California State University System, Long Beach, CA</p> <ul style="list-style-type: none"> ▪ Provide technical support regarding the implementation of fiscal and administrative policy to the business & finance departments for each of the 22 campuses in the California State University system. |
| 1993 to
1995 | <p>Executive Assistant to the Chairman & Chief Executive Officer,
Henry Group of Companies, Huntington Park, CA</p> <ul style="list-style-type: none"> ▪ Serve as right hand to the Chairman and CEO of a privately held company specializing in manufacturing roof maintenance products and the distribution of premium wines. |
| 1989 to
1993 | <p>Accounting Manager, Eanda Corporation dba Erbe & Associates
Los Angeles, CA</p> <ul style="list-style-type: none"> ▪ Oversee the accounting, finance and administrative functions for a privately held computer consulting firm. |

EDUCATION

- | | |
|------|--|
| 2006 | <p>Doctor of Education (Ed.D.), Educational Leadership & Change
Fielding Graduate University, Santa Barbara, California
Dissertation Title: <i>Evaluation of an Urban Charter Middle School Serving Predominantly Latino Students.</i></p> |
| 1995 | <p>Bachelor of Arts in Humanities
Loyola Marymount University, Los Angeles, California</p> |

COMMUNITY INVOLVEMENT

Founder & Board Member (2003-present), Partnerships to Uplift Communities, Los Angeles, CA.

Advisory Board Member (2010-present). Education Pioneers, Los Angeles, CA

Board Member (2007-present), Multicultural Learning Center (a Dual Language Charter School), Woodland Hills, CA.

Co-Founder and Member (2003 – present). Education Strategy Group – Occidental College, Center for Community Based Learning, Los Angeles, CA.

Vice Chair and Board Member (2005 – 2009), California Charter Schools Association. Los Angeles, CA.

Board Member (2004 – 2007). Los Angeles Boys and Girls Club, Los Angeles, CA.

Board Member (2004 – 2007). Small Schools Alliance, Los Angeles, CA.

CIVIC and PROFESSIONAL APPOINTMENTS

Commissioner, City of Los Angeles (2006 – 2007). Los Angeles Housing Department, Rent Adjustment Commission. Los Angeles, CA. Appointed by Mayor Antonio Villaraigosa.

Member, Advisory Council (2006 – present), School of Education, Loyola Marymount University, Charter School Leadership Training Academy.

Member, Steering Committee (2005). Aspen Institute / NewSchools, Annual Gathering of Education Entrepreneurs.

Elected Member (2007), Glassell Park Neighborhood Council (Public Office). City of Los Angeles.

FELLOWSHIPS

Fellow (2007 – 2009). Aspen Institute / New Schools Entrepreneurs for Public Education Program. Aspen, CO.

Brad Rosenberg-Board of Directors

Corporate Reorganization and Managing Change

Expert in improving organizational efficiency & decision making, winning the confidence of management and staff members leading to a strong commitment for team building, and the development and execution of short term tasks and long term strategies to effect the goals of the organization. Able to manage disagreements and misunderstandings by building consensus for a process that can lead to an agreeable conclusion. Excellent listening and communication skills coupled with an ability to actively create and manage change.

More than 30 years experience in creating and managing a variety of businesses (profit and non-profit), including manufacturing/wholesale distribution, real estate, development/management and commercial services.

Demonstrated achievements in:

- Sales & Market Planning
- Accounting and Cost Control
- Technology Implementation
- Sales Training & Development
- Budgeting & Forecasting
- Pricing & Service Management

EXPERIENCE

IMAGINE LA, Los Angeles, CA November 2008 – present
Chairman of the Board

Imagine LA is a non-profit organization whose vision is to mobilize the faith community to help make Los Angeles a city where no child sleeps on the street.

The two-year old organization has developed a comprehensive, two-year program that provides an innovative combination of rapid re-housing, mentorship and professional case management. The Program engages faith communities of all types ("Faith Partners") and facilitates their sponsorship and mentorship of families who are homeless and currently residing in temporary "transitional" housing, into long-term housing and self-sufficiency.

Since joining the board in late 2008, I have worked in a volunteer capacity to accomplish the following:

- Refocused short and long term goals
- Developed the framework for a business model that achieves the mission and goals
- Reorganized Board of Director into a fiduciary and advisory functions to get better engagement
- Developed active committee structure to leverage the talents and commitment of the board members
- Developed short and long term fund raising goals and strategies including a strategic partnership with outside specialized services to leverage (and maintain) a small staff.
- Review and start a process to revise the By-Laws to provide the infrastructure and process for managing the organization, thereby providing the assurances of property board governance, etc.

GENESIS LA ECONOMIC GROWTH CORP., Los Angeles,
CEO/President

CA July 2004 – Feb 2007

A private, non-profit economic development organization created by Mayor Riordan with a mission to provide capital and capacity to individuals and organizations working in LA's underprivileged communities.

The Genesis LA Development Services Team works to champion economic development, job creation, and community growth by increasing its clients' development capacity. Genesis LA offers innovative predevelopment solutions for complex real estate projects in difficult to develop communities in Los Angeles. Based on the long term goals and objectives of the project stakeholders, the Staff works to assist its clients in three distinct areas: Master Planning, Economic Development Strategy and Financing.

Accomplishments:

- Revised Board Governance & by-laws
- Developed affiliations with community organizations
- Created & executed marketing plan to provide greater visibility
- Engaged with national groups promoting economic development
- Developed new sources of revenue making the organization financially self sufficient
- Recruited key personnel, one of whom become my successor

HEALTH RESEARCH ASSOCIATION, INC., Los Angeles, CA
Interim CEO/President

Feb – June 2003

Creates and manages approximately \$15 million per year in private and government grants to fund clinical medical trials conducted at the five hospitals making up the USC + LA County Medical Center.

Fifty year old company, managed by a 17 physician Board of Directors, had been operating for some time without a CEO, and prior to that, without sufficient leadership. While the business was sound, the staff was subjected to jealousies, secrets, and inter-departmental conflicts, which had resulted in poor morale and productivity.

Accomplishments:

- Initiated twice weekly Executive Management meetings and weekly staff meeting –
- Replaced CFO with existing staff member
- Restored trust and communications between senior managers
- Helped staff develop a vision for the future of the company.
- With the participation of staff, developed a prioritized task/project list and a plan for execution
- Assisted search committee in defining needs for new CEO
- Identified critical procedural and compliance issues and developed plan for corrections
- Identified and hired industry experienced legal council for labor, contract compliance and board governance issues
- Developed new Board of Directors governance plan and revised corporate by-laws to reflect changes in governance to provide for improved oversight

Brad Rosenberg

Jewish Big Brothers Big Sisters of Los Angeles/Camp Max Straus

Los Angeles, CA

Chairman of the Board of Trustees, June 2002 – May 2005**Interim Executive Director**, February 2001 – September 2001**Member Board of Trustees**, 1967 – present

Almost 90 years old, JBBBS/CMS provides mentoring and counseling services to about 1,500 children each year who come from single parent homes and other dysfunctional environments. Agency headquarter are located in Mid Wilshire with 4 small satellite counseling offices, a 112 acre camp site which is located in the Glendale foothills of the Verdugo Mountains. Annual budget is approximately \$3 million.

The Executive Director (for 11 years) resigned in February, 2001. The agency, governed by a 70 person Board of Directors, had not provided sufficient oversight. The Agency has been 'under managed'. Staff morale was low, efficiency and effectiveness of management & staff was questionable, Board members were not engaged and were disenfranchised. Budgetary concerns were surfacing,.

During the first 18 months, and with the help of a full time interim ED, the following was accomplished

- Replaced 5 of 6 senior managers (including the ED) who were not willing to become team members
- Reduced office space by 50% and staff by 40%.
- Created a culture of team work and accountability
- Developed and adopted the agency's first Governance Plan, which included a 15 person executive committee (for the first time).
- Completed the first audit of case loads, and as a result, reduced the amount of Social Work time by 50%.
- Hired a 'businessman' CEO to lead the organization in June 2002.
- Reenergized and rebuilt the Board of Trustees (on going)

ADDITIONAL EXPERIENCE

1995 – 1999	President, The Upper Crust, Ltd Mfg ladies headwear for Resort/Golf
1990 - present	President, SBR Investments, Inc. Real Estate & Investments.
1985 - 1990	Chairman, Cassa, Inc. Developers/General Contractors Development & construction of Industrial/Business Parks, Mixed-Use Retail, Luxury Single Family Homes, Apartments & Condominiums
1983 - 1985	Vice President, The Johnston Group Partner/Project Manager, Malibu Canyon Business Park

EDUCATION

B.A.(Marketing)
M.B.A.(Finance)

Michigan State University
University of Southern California

Memberships/Community Leadership Affiliations

Imagine LA, Chairman of the Board
JBBBS/Camp Max Straus, Chairman Board of Trustees
Foundation for Camp Max Straus, Board of Trustees
Save-Our-Mountains, Inc. Founding Chairman
Glendale/La Crecenta V.O.I.C.E, Chairman
Berkeley Hall School, Long Range Planning Committee,
Hillcrest Country Club, Finance Committee

CURRICULUM VITA

Don Shalvey, Ed.D.-Board of Directors

Summary of Qualifications:

- 40+ years of progressive leadership in education, entrepreneurship and not-for-profit school creation.
- Exceptional team management in critical collaborative contexts.
- Robust record of success in achieving complex growth and quality deliverables and timelines.
- Track record of high performance in fund raising and recruitment of human capital.
- Dynamic, articulate, analytical and results-oriented. I love a good challenge.

Professional Work in Public Education:

2000 – Present

Aspire Public Schools, Oakland, CA

Chief Executive Officer

- ❖ Designed, created and managed a high performing not-for-profit public school enterprise that has 11 (16 in 2005) schools serving California's urban youth.
- ❖ Grew the organization from 3 to 300 employees in 5 regions o California.
- ❖ Raised \$30 Million in philanthropy and oversee an annual budget of \$25 Million.
- ❖ Led successful bond effort of \$35 Million to construct new public schools.

1991 – 2000

San Carlos School District, San Carlos, CA

Superintendent

- ❖ Led a small high performing San Francisco area school district.
- ❖ Managed 7 schools and an annual budget of \$20 Million
- ❖ Created California's first *Charter Public School* and the nation's second.
- ❖ Championed a successful school bond election with 83% "Yes" vote.
- ❖ 71% of the school received *California's Distinguished School* recognition.

Professional Development (continued):

1988 –1991

Lodi Unified School District, Lodi, CA

Assistant Superintendent, K –12 Instruction

- ❖ Line responsibility for the educational program of 35 schools.
- ❖ Managed 47 school principals and district curriculum staff.
- ❖ Managed the decision and opening of the 10 new public schools.
- ❖ Responsibility for Education Policy and Performance.

1967 – 1988

Merced City School District, Merced, CA

Various Positions, including Principal, Assistant, Superintendent Teacher, Counselor, and Director of Professional Development

Recognition and Service:

- Aspire Public Schools received “Fast Company” award and was recognized as: Monitor’s Group Top 20 Non-Profits That Are Changing The World – 2003, 2004, 2006 and 2007 Boston, MA
- Recognized as an Ashoka Fellow for North America – 2002 – 2005 Arlington, VA.
- Vice-Chair, California Department for Education, Commission for Special Education, Sacramento, CA.
- Board of Director, EdVoice, Menlo Park, CA.
- Member, Stanford University School of Education Advisory Commission Board, Palo Alto, CA.
- Board of Directors, Elkus Ranch, Half Moon Bay, CA.
- Board of Directors, Jobs for the Future, Boston, MA.
- Board of Directors, EdSource, Menlo Park, CA
- Board of Directors, RISE Network (Resource for Indispensable Schools and Educators), San Francisco, CA.
- Published a number of articles related to education and school choice.
- Lectured at UC Santa Cruz, Stanford University and University of Santa Clara.
- Addressed audiences and participated at our 500 conferences related to Education and school of choice.

Education:

B.A. LaSalle College, Philadelphia, PA

M.A. Gonzaga University, Spokane, WA

Ed.D. University of Southern California, Los Angeles, CA

TIMOTHY WATKINS, SR.-BOARD OF DIRECTORS

Office Address: WLCAC
(Watts Labor Community Action Committee)
10950 South Central Avenue
Los Angeles, California 90059

Office Telephone: 323.563.5639

Office Fax: 323.563.7307

E-Mail: timothy@wlcac.org

PRESENT TITLE

President and CEO, WLCAC	2000 – Present
Founder/CEO, Environmental Maintenance Co.	1972 – Present

EDUCATION

Graduate of Hamilton High School, Los Angeles	1971
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COMMITTEES/BOARDS

Co-Chair, Watts Renaissance Project	2005 – Present
Member Watts Economic Development Advisory Council	2003 – Present
Member Watts Neighborhood Council	2003 – Present
Board Member, Charles Drew University of Medicine	2002 – '05
Commissioner, City of Los Angeles Redistricting Commission	2001 – '02
President, WLCAC Board of Directors	2000 – Present
Chair, Watts 3K Advocacy Group	2000 – '02
Board Member, Green Dot Public School	2007 – Present

AWARDS/RECOGNITION (SELECTED)

Convention Committee Award for Outstanding Contribution	2005
Congressional Award for Outstanding Service and Leadership	2005
Jazz at Drew University Community Service Award	2004
John Anson Humanitarian Service Award	2003
California Assembly Award for Outstanding Leadership	2002
California Senate Award for Outstanding Service	2002
State Board of Equalization for Exemplary Service	2002
Art & Entertainment Hero Award	2002
Democrat of the Year	2002

PERSONAL EXPERIENCE (1)

Tim is a life-long resident of the Watts Community in Central Los Angeles. Having graduated from Hamilton High School in 1971 Tim has done his work in the community of Watts ever since.

From 1965 until 2000, Tim assisted his father, Ted Watkins, (Founder of WLCAC) with the development of many programs and projects for WLCAC. During that time Tim also owned and operated Environmental Maintenance, a licensed landscape contracting firm with over fifty employees.

In 1993, following the passage of Ted Watkins, Tim assumed the role of advancing Ted's legacy and became the CEO of WLCAC in 2000.

Under the leadership of Tim Watkins, WLCAC is currently engaged in the research and development of policy revisions that impact quality of life issues. While Tim is firmly committed to the use of art, culture and technology as healing tools for the human spirit, he is also leading the concept of developing new local industry initiatives as potential solutions to long-term poverty and neglect.

PROFESSIONAL EXPERIENCE (1)

WLCAC - a community-based, non-profit organization, founded by the late Ted Watkins, dedicated to the economic/cultural/social and physical development of the Greater Watts community

Goal: To continue nurturing the growth and direction of WLCAC, extending the legacy of the founder to create a strong, dynamic base for community self-determination

Corporate responsibilities

2000 - Present

- Oversight and direction of WLCAC programs and initiatives
- Develop partnerships/affiliations with local business, educational, social and cultural agencies and organizations to increase and enhance WLCAC activities
- Strategic planning with WLCAC Board for new tiers of development aimed at promoting tourism and festival components
- Planning and development of Technological Protocol
- Oversee real and intellectual property matters (negotiation/purchase/lease & best use identification of real estate; executive representation in copyright & trademark issues)

OPERATIONAL RESPONSIBILITIES

Economic & Cultural Community Development

2000 - Present

- Key Advisor to WLCAC Board and participant in business development ventures, including L.A. Food Bank, Serve Safe Training Center;
- Assisted in design, development and construction of new projects and programs, including:
 - WLCAC Administrative HQ renovation
 - One-15 Center remodel
 - Inner Circle Youth Center
 - MudTown Industries
 - Mother of Humanity
 - Watts International Marketplace
 - Watts Historical Society
 - Watts 3K Group
 - Joseph Randall Skate Board Park
 - McCoy Plaza
 -

Collaborative Ventures

2000 - Present

- WLCAC representative or liaison in collaborative initiatives/ventures, including:
 - CRA (Community Redevelopment Agency)
 - University/College events (Charles Drew, USC, UCLA, Southwest etc.)
 - Museums (Museum of Tolerance, Getty and Autry museums)
 - LACVB (Los Angeles Convention & Visitors Bureau)
 - IVCLA (International Visitors Council of L.A.)
 - LAUSD (L.A. Unified School District)
 - AOL (America Online)

Social/Cultural & Business Youth Initiatives**2000 – Present**

- Founder, *Inner Circle Youth* – a youth enrichment program aimed at generating education/employment options, and cultural enrichment for inner city youth (10-25 yrs.)
- Founder, *Bones and Blues Concert Series* – providing an opportunity for youth to develop an appreciation for blues and jazz music in a warm, accessible environment; and to support a traditional Central Avenue art form;
- Co-founder, *Tell It Theatre* - to promote self-expression, literacy and personal values among youth;
- Co-founder of “*Ready Readers’ Club*” – for boys (6-10yrs) who meet weekly for reading sessions, and tutorials by mentors (Inner Circle Youth members);
- Founder *MudTown Motors* - a program to restore old cars and create car kits to facilitate training of youth to become entrepreneurs;
- Organized *Idyllwild Arts Camp* – an outdoor recreational program for youth

WLCAC Volunteer**2000 - Present**

- Emergency responder in key security operations;
- Coordinated activities for seniors, youth and businesses;
- Supervised and managed of WLCAC properties;
- Supervised WLCAC vehicle fleet management program
- Managed WLCAC Home Improvement Center Operation

Special Events**2000 - Present**

Conceive, launch, sponsor and/or coordinate special events acknowledging and celebrating community milestones, including:

- Civil Rights Festival
- Ted Watkins Day
- Thanksgiving Food Service
- Watts Summer Festival
- Mother of Humanity Awards
- Winter Holiday Festival*

PROFESSIONAL EXPERIENCE (II)

Environmental Maintenance Company – a landscape installation and maintenance company that provides contractual services to private and public (state/local) entities.

Goal: To continue to provide the highest quality environmental services to community agencies, and maximum employment opportunities to residents of the Greater Watts area.

Sole Proprietor & Contractor**1972 - 2000**

Responsible for direction and oversight of 50+ employees.
Company Services include:

- Landscape/irrigation design, installation and maintenance
- Grounds beautification
- Tree trimming
- Chemical treatments and pest control
- Vacant lot clearance
- Demolition services
- Provide consultation, training, in-kind management/maintenance services

DENITA A. WILLOUGHBY-Board of Directors

Recognized for superior sales leadership while directing business units to exceed P&L and service objectives. Results-driven leader who excels at managing people, strategy, closing deals, marketing and leveraging resources.

Experience

AT&T CALIFORNIA

LOS ANGELES, CA

Vice President- External Affairs

8/06-present

- Successfully launched AT&T television product, U-Verse in 45 municipalities across LA Designated Market Area
- Collaborated with City of Los Angeles leaders to streamline processes across 8 departments to handle voluminous permit flow for AT&T broadband and wireless network upgrades
- Developed and managed the negotiation process for wireless ordinances with various municipalities
- Responsible for managing external relationships that impact policy and business outcomes for AT&T in the Los Angeles region.

Vice President-Programming

2/05-8/06

- Established goals and metrics for start-up organization
- Responsible for acquiring content for AT&T's U-Verse television line-up
- Managed relationships with television networks including Tribune, A&E, Scripps, Lifetime, Oxygen, Court TV, C-Span, CurrentTV, SiTV, Univision, etc.
- Negotiated rates, standard and high definition feeds, video on demand, ad availability, and marketing and launch support
- Developed model to leverage AT&T broadband, wireless and television platforms with content providers

SBC COMMUNICATIONS

Regional Sales Vice President, HealthCare Markets

6/02-2/05

Responsible for all sales activity to healthcare-related business customers(e.g. Kaiser, Sutter Health, Cedars Sinai, UCSF Medical Center, John Muir) in California.

- Increased annual revenue results from \$163M to \$191M, a 17% increase with 10% less staff.
- Managed P&L, strategy, and worked closely with marketing and customers to develop healthcare applications
- Implemented a consultative sales approach and focused on total solutions and leadership development
- Sold solutions across the product line that included voice and data products, high speed internet access, network integration equipment and professional services
- Generated year over year, double digit growth in data and equipment sales
- Maintained strong expense controls, reducing pending claims and credits

Assistant Vice President, Business Solutions Group

8/00-6/02

Led a state-wide business sales-support organization with 1,800 employees. Supported a revenue stream of \$3.5 Billion dollars with a \$100 Million dollar budget.

- Managed business telemarketing, outside-sales vendor relationships and the high-end call centers for SBC business customers in California
- Responsible for service delivery and project management teams

DENITA A. WILLOUGHBY

Page Two

Experience

SBC COMMUNICATIONS

Assistant Vice President, Business Solutions Group (cont'd)

8/00-6/02

- Led initiative to drive 5,300 DSL sales by training customer service reps to sell
- Exceeded all revenue and service targets, reduced uncollectable expenses, and reduced abuses of FMLA
- Increased Service Order Accuracy by 14% and reduced vendor average order processing by 50%
- Motivated and inspired team to generate \$2M in sales from employee referrals

Sales Director, Business Communications Services

10/98-7/00

- Responsible for leading a 54 person organization to generate \$90M in data revenue
- Launched new DSL product to commercial business customers, partnered with marketing to develop solutions including "Office in a Box" and "Home Office"
- Initiated strategy to create highly-skilled Retention, Acquisition and Winback (RAW) Teams
- Designed customizable proposal templates and sales and pricing tools
- Implemented off-hour training classes for technical sales teams
- Reduced order time for key data products by more than 3 days

Director, External Affairs

6/97-10/98

Regional Sales Manager, Commercial Markets

10/96-5/97

- Quickly established a new sales channel to target mid-market accounts in the Los Angeles area
- Recruited, hired and designed training curriculum for new employees
- Managed 10 sales professionals (DREAM TEAM) responsible for 1400 customers and an annual \$32 million quota
- Implemented tools (first bill review, quality calls, post mortem reviews) to increase customer satisfaction and bottom line results
- Results *exceeded* 100% revenue and service targets
- Appointed member of the President's Communications Team
- Chairperson for CITIES 1997 Telecommunications Conference

PACIFIC BELL

Regional Sales Manager, National Accounts

08/95-10/96

- Responsible for establishing culture that is competitive, results-oriented, customer-focused and energetic
- Achieved 106% of revenue goal
- Transitioned sales support managers to focus on revenue retention

MORGAN STANLEY & CO.

NEW YORK, NY

Account Executive, Private Client Services (PCS)

1994-1995

IBM

LOS ANGELES, CA

Marketing Representative

1989-1992

- Responsible for \$11M Equipment, Software, Services and Maintenance Quota
- Managed Clients in Manufacturing and Aerospace Verticals
- Focused on total solution selling
- Recognized at 100% Club

DENITA A. WILLOUGHBY

Page Three

Education

**HARVARD GRADUATE SCHOOL
OF BUSINESS ADMINISTRATION BOSTON, MA**
Master in Business Administration, 1994.

1992-1994

UNIVERSITY OF WISCONSIN MADISON, WI
Bachelor of Science Degree, Engineering, 1988.

1984-1988

Awards & Recognition

- Named by *California Diversity Magazine* as one of the Most Powerful and Influential Women in California in 2010
- 2009 Recipient of YWCA's "Phenomenal Woman" Award for Leadership
- Presented with the 2007 SBC Employee Network "Mentor of the Year" Award
- Received the "PowerPAC" Award from the Los Angeles African American Women Political Action Committee
- 1998 Received the New Leaders' "Trail Blazer" Award
- Featured in *The Los Angeles Business Journal*, *USA Today*, *Fortune* and *Today's Black Woman*.
- Frequent Speaker at Business Conferences/Panels on Leadership, Diversity and Work/Life Balance Issues

Community Involvement & Board Positions

- Los Angeles Chamber of Commerce, Second Vice Chair of the Board
- United Way of Greater Los Angeles, Campaign Cabinet Member
- Los Angeles Urban League, Executive Board Member
- Central Cities Association, Vice Chair
- California Emerging Technology Fund, Expert Advisor
- Big Brothers/ Big Sisters, Volunteer
- Biz Fed, Board Member

GREEN DOT PUBLIC SCHOOLS
(Formerly reported as Green Dot Educational Project)
AUDITED FINANCIAL STATEMENTS
FOR THE YEAR ENDED
JUNE 30, 2009

GREEN DOT PUBLIC SCHOOLS

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HILL, MORGAN AND ASSOCIATES, LLP

Certified Public Accountants

19602 Fariman Drive Carson, CA 90746 Phone (310) 749-1014 Fax (310) 639-0498
9031 Krueger Street, Culver City, CA 90232 Phone (323) 377-4385 Fax (310) 836-5727

Partners
Jeffrey Hill, CPA
Raymond Morgan, CPA

To the Board of Directors of the
Green Dot Public Schools
Los Angeles, California

INDEPENDENT AUDITOR'S REPORT

We have audited the accompanying statement of financial position of the **Green Dot Public Schools** as of June 30, 2009, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the **Green Dot Public Schools'** management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from the Organization's 2008 and 2007 financial statements and in our reports dated March 20, 2009, and May 5, 2008, respectively we expressed unqualified opinions on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the **Green Dot Public Schools** as of June 30, 2009, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Hill, Morgan and Associates, LLP

Carson, California
March 31, 2010

GREEN DOT PUBLIC SCHOOLS
STATEMENT OF FINANCIAL POSITION

At June 30, 2009

(With summarized financial information at June 30, 2008 and 2007 respectively)

ASSETS	<u>2009</u>	<u>2008</u>	<u>2007</u>
CURRENT ASSETS:			
Cash and cash equivalents	\$ 13,524,875	\$ 5,477,622	\$ 4,781,737
Cash held for restricted purposes (Note 2):			
Oscar De La Hoya Animo Charter High School - Proposition 55	6,177,301	18,442,400	350,629
Animo Venice Charter High School - Proposition 55	6,901,616	21,140	305,446
Animo Locke Technology - school construction	386,561	1,903,091	-
Accounts receivable	25,608,505	8,902,510	5,642,482
Loans receivable	6,443	26,465	-
Pledges receivable	-	924,180	3,000,000
Prepaid expenses and other current assets	837,132	25,393	46,325
Total current assets	<u>53,442,433</u>	<u>35,722,801</u>	<u>14,126,619</u>
FIXED ASSETS:			
Land	185,318	185,318	185,318
Construction in progress (Note 4)	18,096,904	4,185,055	745,949
Building improvements-net (Note 4)	10,693,478	8,868,427	8,358,604
Furniture and fixtures-net (Note 4)	11,863	-	49,357
Educational equipment-net (Note 4)	1,450,543	1,235,720	1,244,125
Transportation equipment-net (Note 4)	-	-	29,139
Net fixed assets	<u>30,438,106</u>	<u>14,474,520</u>	<u>10,612,492</u>
LONG-TERM ASSETS:			
Loans receivable	17,871	343,701	-
Security deposits	644,769	383,073	367,573
Total long-term assets	<u>662,640</u>	<u>726,774</u>	<u>367,573</u>
Total assets	<u>\$ 84,543,179</u>	<u>\$ 50,924,095</u>	<u>\$ 25,106,684</u>
LIABILITIES AND NET ASSETS			
CURRENT LIABILITIES:			
Accounts payable	\$ 11,658,707	\$ 5,306,391	\$ 2,080,187
Advances on program revenues (Note 3):			
Oscar De La Hoya Animo Charter High School - Proposition 55	6,084,838	18,412,971	206,214
Animo Venice Charter High School - Proposition 55	6,865,808	-	154,319
Other	154,859	162,549	101,930
Salaries and payroll taxes payable	2,619,814	1,580,235	1,962,086
Payroll deductions (Note 5)	559,137	316,347	881,302
Capital lease obligation-current portion (Note 6):			
Educational equipment	904,147	575,751	377,333
Loans payable-current portion (Note 7)	698,217	303,135	274,962
Total current liabilities	<u>29,545,527</u>	<u>26,657,379</u>	<u>6,038,333</u>
LONG-TERM LIABILITIES:			
Capital lease obligation-net of current portion (Note 6):			
Oscar De La Hoya Animo Charter High School - Proposition 55	8,748,549	1,366,360	-
Animo Venice Charter High School - Proposition 55	6,580,436	795,658	-
Animo Leadership Charter High School - Proposition 55	2,559,020	479,901	-
Educational equipment	591,357	721,525	840,497
Loans payable-net of current portion (Note 7)	11,575,231	11,023,446	7,345,053
Total long-term liabilities	<u>30,054,593</u>	<u>14,386,890</u>	<u>8,185,550</u>
Total liabilities	<u>59,600,120</u>	<u>41,044,269</u>	<u>14,223,883</u>
NET ASSETS:			
Unrestricted-designated	3,295,460	1,954,765	1,393,746
Unrestricted	21,647,599	7,718,506	9,489,055
Temporarily restricted	-	206,555	-
Total net assets	<u>24,943,059</u>	<u>9,879,826</u>	<u>10,882,801</u>
Total liabilities and net assets	<u>\$ 84,543,179</u>	<u>\$ 50,924,095</u>	<u>\$ 25,106,684</u>

The accompanying notes are an integral part of these financial statements.

GREEN DOT PUBLIC SCHOOLS
STATEMENT OF ACTIVITIES
For the year ended June 30, 2009
(With summarized financial information at June 30, 2008 and 2007 respectively)

	Unrestricted	Temporarily restricted	Total	2008	2007
CHANGES IN UNRESTRICTED NET ASSETS:					
Unrestricted revenues:					
Contributions and grants	\$ 13,636,126	\$ -	\$ 13,636,126	\$ 7,959,167	\$ 9,524,116
State apportionments	39,136,107	-	39,136,107	22,354,342	16,586,356
Federal support	7,825,635	-	7,825,635	2,905,561	3,763,102
Other State support	17,008,177	-	17,008,177	6,995,043	5,130,443
Proposition 47 revenues	2,079,119	-	2,079,119	475,277	4,624
Proposition 55 revenues	13,241,601	-	13,241,601	862,605	1,028,931
Local support	9,501,673	-	9,501,673	4,660,270	3,097,366
Interest income	105,968	-	105,968	167,922	61,172
Net (loss) proceeds from special events	(11,632)	-	(11,632)	81,402	-
Other income	451,684	-	451,684	183,367	465,375
Net assets released from restrictions	206,555	(206,555)	-	-	-
Total unrestricted revenues	103,181,013	(206,555)	102,974,458	46,644,956	39,661,485
Expenses:					
Certificated school site salaries	26,969,221	-	26,969,221	15,366,740	10,432,474
Classified school site salaries	3,595,602	-	3,595,602	1,671,588	1,420,072
School site fringe benefits	6,361,812	-	6,361,812	3,577,878	2,808,674
Administrative salaries	5,312,460	-	5,312,460	4,318,559	2,239,758
Administrative fringe benefits	1,091,258	-	1,091,258	784,210	570,021
Books	1,402,469	-	1,402,469	1,117,615	842,575
Materials and supplies	563,719	-	563,719	383,508	281,904
Student supplies	2,599,621	-	2,599,621	1,919,779	1,527,120
Student food	1,911,426	-	1,911,426	1,203,177	947,428
Educational and operational consultants	3,187,841	-	3,187,841	1,588,459	963,511
Legal, banking and payroll	374,109	-	374,109	591,731	169,137
Other services and operating expenses	2,060,674	-	2,060,674	1,351,262	1,339,791
Insurance	386,547	-	386,547	234,961	186,537
Maintenance and repairs	5,506,507	-	5,506,507	3,255,744	2,036,699
Rental, lease and building	8,307,986	-	8,307,986	5,791,110	4,480,266
Proposition 47 expenses	2,079,144	-	2,079,144	475,277	4,824
Proposition 55 expenses	13,178,585	-	13,178,585	849,173	999,807
District oversight	591,813	-	591,813	426,563	358,875
Interest	350,922	-	350,922	255,768	235,846
Communications	504,920	-	504,920	370,999	290,212
Contributions	22,013	-	22,013	-	386,493
Depreciation (Note 4)	1,552,576	-	1,552,576	2,113,830	1,468,491
Total expenses	87,911,225	-	87,911,225	47,647,931	33,990,515
Increase (decrease) in net assets	15,269,788	(206,555)	15,063,233	(1,002,975)	5,670,970
Net assets, beginning of the year	9,673,271	206,555	9,879,826	10,882,801	5,211,831
Net assets, end of the year	\$ 24,943,059	\$ -	\$ 24,943,059	\$ 9,879,826	\$ 10,882,801

The accompanying notes are an integral part of these financial statements.

GREEN DOT PUBLIC SCHOOLS

STATEMENT OF CASH FLOWS

For the year ended June 30, 2009

(With summarized financial information at June 30, 2008 and 2007 respectively)

	<u>2009</u>	<u>2008</u>	<u>2007</u>
Cash flows from operating activities:			
Increase (decrease) in net assets	\$ 15,063,233	\$ (1,002,975)	\$ 5,670,970
Adjustments to reconcile change in net assets to net cash used by operating activities:			
Depreciation	1,552,576	2,113,830	1,468,491
Changes in operating assets and liabilities:			
(Increase) decrease in assets:			
Accounts receivable	(16,705,995)	(3,260,028)	(2,484,435)
Pledges receivable	924,180	2,075,820	(3,000,000)
Prepaid expenses and other current assets	(811,739)	20,932	(36,032)
Increase (decrease) in liabilities:			
Accounts payable	6,352,316	3,226,204	796,469
Deposits held on behalf of employees	242,790	(564,955)	(27,969)
Advances on program revenues	(5,470,015)	18,113,057	(933,626)
Salaries payable and related liabilities	<u>1,039,579</u>	<u>(381,851)</u>	<u>586,830</u>
Net cash provided by operating activities	<u>2,186,925</u>	<u>20,340,034</u>	<u>2,040,698</u>
Cash flows from investing activities:			
Cash received (paid) for security deposits	(261,696)	(15,500)	142,846
Cash received from (paid out) to borrowers	345,852	(370,166)	-
Cash invested in fixed assets-net	<u>(17,516,158)</u>	<u>(5,975,857)</u>	<u>(2,564,797)</u>
Net cash used in investing activities	<u>(17,432,002)</u>	<u>(6,361,523)</u>	<u>(2,421,951)</u>
Cash flows from financing activities:			
Loan proceeds-net	(203,136)	3,706,566	804,584
Revolving loan payments	1,150,000	(100,000)	(245,833)
Awards expended (received) restricted for:			
Oscar De La Hoya Animo Charter			
High School-Proposition 55	12,265,099	(18,091,771)	419,284
Animo Venice Charter High School - Proposition 55	(6,880,476)	284,306	527,990
Animo Locke Technology Charter High			
School construction	1,516,530	(1,903,091)	-
Proceeds (payments) on capital leases-net	<u>15,444,313</u>	<u>2,821,364</u>	<u>1,100,801</u>
Net cash provided by (used in) financing activities	<u>23,292,330</u>	<u>(13,282,626)</u>	<u>2,606,826</u>
Net increase in cash	8,047,253	695,885	2,225,573
Cash and cash equivalents, beginning of the year	<u>5,477,622</u>	<u>4,781,737</u>	<u>2,556,164</u>
Cash and cash equivalents, end of the year	<u>\$ 13,524,875</u>	<u>\$ 5,477,622</u>	<u>\$ 4,781,737</u>
Supplemental Disclosure:			
Cash paid for interest expense	<u>\$ 350,922</u>	<u>\$ 255,768</u>	<u>\$ 235,846</u>

The accompanying notes are an integral part of these financial statements.

GREEN DOT PUBLIC SCHOOLS

NOTES TO FINANCIAL STATEMENTS

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

NATURE OF BUSINESS

Green Dot Public Schools during fiscal year ended June 30, 2009, operated sixteen charter schools with grades nine through twelve. The charter schools operate under the approval of the California State Board of Education and the local school districts. Charter Schools receive public per-pupil funding to help support operations. Green Dot Public Schools plans to open other charter schools in the future. Green Dot Education Project changed its name to Green Dot Public Schools on February 7, 2006.

BASIS OF ACCOUNTING

The accompanying financial statements were prepared on the accrual basis in accordance with the AICPA's audit and accounting guide, "Not-For-Profit Organizations."

ACCOUNTING

To ensure observance of certain constraints and restrictions placed on the use of resources, the accounts of Green Dot Public Schools are maintained in accordance with the principles of net asset accounting. This is the procedure by which resources for various purposes are classified for accounting and reporting purposes into net asset classes that are in accordance with specified activities or objectives. Accordingly, all financial transactions have been recorded and reported by net asset class as follows:

Unrestricted These generally result from revenue generated by receiving unrestricted contributions, providing services, and receiving interest from investments less expenses incurred in providing program-related services, raising contributions, and performing administrative functions.

Temporarily restricted Green Dot Public Schools reports gifts of cash and other assets as temporarily restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends or the purpose of the restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from program or capital restrictions. Green Dot Public Schools had no temporarily restricted net assets at June 30, 2009.

Permanently restricted These net assets are restricted by donors who stipulated that resources are to be maintained permanently, but permit Green Dot Public Schools to expend all of the income (or other economic benefits) derived from the donated assets. Green Dot Public Schools had no permanently restricted net assets at June 30, 2009.

These notes are an integral part of the preceding financial statements.

GREEN DOT PUBLIC SCHOOLS

NOTES TO FINANCIAL STATEMENTS

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, continued

ESTIMATES

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires the use of management estimates and assumptions that could affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

CASH AND CASH EQUIVALENTS

For the purpose of the Statement of Cash Flows, Green Dot Public Schools considers all highly liquid investments available for current use with an initial maturity of three months or less to be cash equivalents.

INCOME TAXES

Green Dot Public Schools is a not-for-profit corporation under Section 501(c)(3) of the Internal Revenue Code and had no taxable unrelated business income. Therefore, no provisions for income taxes or related credits are included in the accompanying financial statements.

PROPERTY AND EQUIPMENT

Property and equipment purchased with a value of \$10,000 or more and a life expectancy greater than two years are capitalized in the year of purchase. Property and equipment are included on the financial statements at cost less the related accumulated depreciation. The depreciation method used by Green Dot Public Schools is straight-line over the estimated useful life of the fixed assets.

FINANCIAL STATEMENT PRESENTATION

The accompanying financial statements include the consolidated activities of Green Dot Public Schools. Green Dot Public Schools operates the following public charter high schools during fiscal year ended June 30, 2009:

Animo Leadership	Animo Inglewood
Oscar De La Hoya Animo	Animo South Los Angeles
Animo Venice	Animo Jackie Robinson
Animo Justice	Animo Ralph Bunche
Animo Pat Brown	Animo Film and Theatre Arts
Animo Locke Technology	Animo Watts
Animo Locke 1	Animo Locke 2
Animo Locke 3	Alain Leroy Locke

These notes are an integral part of the preceding financial statements.

GREEN DOT PUBLIC SCHOOLS

NOTES TO FINANCIAL STATEMENTS

NOTE 2 - CASH HELD FOR RESTRICTED PURPOSES

PROPOSITION 55

During the fiscal year ended June 30, 2006, two schools operated by Green Dot Public Schools were awarded \$34,894,881 in facility funding established by the State of California under the guidelines established by Proposition 55.

Proposition 55, passed by California voters in March 2004, established the Charter School Facility Program and provided for charter schools that provide site-based instruction to access State of California facility funding directly for the construction of new charter schools or additions to existing charter schools.

As of June 30, 2009 two schools had received cash apportionments in advance of program expenses. The unspent physical cash portion of these advances along with interest earned, at June 30, 2009, was segregated into interest-bearing demand deposit accounts classified as restricted cash on the Statement of Financial Position.

ANIMO LOCKE TECHNOLOGY

During the fiscal year ended June 30, 2008, Green Dot Public Schools secured a construction loan in the amount of \$4,000,000 for the renovation of a school campus in the Watts area of Los Angeles, California. Conditional to this construction loan pre-funding, restricted investment and escrow accounts were created for the purpose of segregating loan disbursements, required reserves and monthly loan payments.

NOTE 3 - ADVANCES ON PROGRAM REVENUES

PROPOSITION 55

As of June 30, 2009 Oscar De La Hoya Animo Charter High School and Animo Venice Charter High School received Proposition 55 cash apportionments in excess of program expenses. This unspent portion, not including interest earned, resulted in advances on program revenues at June 30, 2009.

These notes are an integral part of the preceding financial statements.

GREEN DOT PUBLIC SCHOOLS

NOTES TO FINANCIAL STATEMENTS

NOTE 4 - FIXED ASSETS

During fiscal year 2008 Green Dot Public Schools modified its capitalization threshold to \$10,000, and wrote-off all prior capitalized items with a purchase price less than the modified capitalization floor. Below is a summary of the fixed assets owned by Green Dot Public Schools and the schools that they operate:

	<u>Est. Life</u>	<u>Cost</u>	<u>Accumulated Depreciation</u>	<u>Net Book Value</u>
Land		\$ 185,318	\$	\$ 185,318
Construction in progress:				
Oscar De La Hoya Animo Charter H.S. – Proposition 55		8,748,549		8,748,549
Animo Venice Charter H.S. – Proposition 55		6,580,436		6,580,436
Animo Leadership Charter H.S. – Proposition 47		2,559,020		2,559,020
General facilities		208,899		208,899
Total C.I.P.		<u>18,096,904</u>		<u>18,096,904</u>
Building improvements	Var.	12,650,383	(1,956,905)	10,693,478
Furniture and fixtures	Var.	13,346	(1,483)	11,863
Educational equipment	Var.	3,953,881	(2,503,338)	1,450,543
Sub-total		<u>16,617,610</u>	<u>(4,461,726)</u>	<u>12,155,884</u>
Total		\$ <u>34,899,832</u>	\$ <u>(4,461,726)</u>	\$ <u>30,438,106</u>

CONSTRUCTION IN PROGRESS

The construction in progress represents the costs incurred to build and improve new and existing school sites in Boyle Heights, Venice, Lennox, and Los Angeles, California. The construction of new school sites in Boyle Heights, Venice, and Lennox, California is funded by Proposition 47 and Proposition 55 awards.

These notes are an integral part of the preceding financial statements.

GREEN DOT PUBLIC SCHOOLS

NOTES TO FINANCIAL STATEMENTS

NOTE 5 - PAYROLL DEDUCTIONS

The balance at June 30, 2009, results from the cumulative employee payroll deductions that were collected prior to June 30, 2009, and submitted to the designated third-party administrators subsequent to June 30, 2009.

NOTE 6 - CAPITAL LEASE OBLIGATION

Green Dot Public Schools and the schools that they operate have entered into several lease agreements to purchase equipment to be used for educational purposes. The lease terms for this equipment require monthly payments over a time period of 36 to 48 months. In addition three schools are in the process of constructing new school sites with Proposition 47 and Proposition 55 awards from the State of California.

Per Proposition 47 and 55 one-half of the approved project costs paid under the award are reimbursed in the form of a state grant and one-half of the approved project costs paid under the award are required to be remitted back to the state in the form of lease payments over a period not to exceed 360 months.

The equipment leases for educational purposes are being accounted for as capital leases because their title transfers to Green Dot Public Schools at the conclusion of each lease. The site improvement leases made under the guidelines of the Proposition 47 and Proposition 55 awards are being accounted for as capital leases because the term of the lease with the State of California exceeds 75% of the economic life of the leased property. The capitalized value of these leased assets is \$19,338,548. As of June 30, 2009, the outstanding principal balance under all of the capital leases is \$19,383,509.

The future minimum lease payments for all lease agreements are as follows:

<u>For the year ended June 30,</u>	<u>Amount</u>
2010 (current portion)	\$ 904,147
2011	873,900
2012	611,647
2013	574,942
2014	596,267
Thereafter (estimated through 2044)	<u>15,822,606</u>
Total	\$ <u>19,383,509</u>

These notes are an integral part of the preceding financial statements.

GREEN DOT PUBLIC SCHOOLS

NOTES TO FINANCIAL STATEMENTS

NOTE 7 - LOANS PAYABLE

Green Dot Public Schools and the schools that they operate have the following loans outstanding as of June 30, 2009:

	<u>Total</u>	<u>Current</u>
An unsecured revolving loan payable to the California Department of Education totaling \$250,000. The loan dated January 9, 2005, has an interest rate of 2.22% and it matures on June 30, 2010. The repayment terms require annual payments beginning on February 1, 2006.	\$ 50,000	\$ 50,000
An unsecured revolving loan payable to the California Department of Education totaling \$250,000. The loan dated January 9, 2005, has an interest rate of 2.22% and it matures on June 30, 2010. The repayment terms require annual payments beginning on February 1, 2006.	50,000	50,000
An unsecured revolving loan payable to the California Department of Education totaling \$250,000. The loan dated November 6, 2008, has an interest rate of 2.63% and it matures on June 30, 2012. The repayment terms require annual payments beginning on September 1, 2009.	250,000	83,334
An unsecured revolving loan payable to the California Department of Education totaling \$250,000. The loan dated November 6, 2008, has an interest rate of 2.63% and it matures on June 30, 2012. The repayment terms require annual payments beginning on September 1, 2009.	250,000	83,334
An unsecured revolving loan payable to the California Department of Education totaling \$250,000. The loan dated November 6, 2008, has an interest rate of 2.63% and it matures on June 30, 2012. The repayment terms require annual payments beginning on September 1, 2009.	250,000	83,334
An unsecured revolving loan payable to the California Department of Education totaling \$250,000. The loan dated November 6, 2008, has an interest rate of 2.63% and it matures on June 30, 2012. The repayment terms require annual payments beginning on September 1, 2009.	250,000	83,334

These notes are an integral part of the preceding financial statements.

GREEN DOT PUBLIC SCHOOLS

NOTES TO FINANCIAL STATEMENTS

NOTE 7 - LOANS PAYABLE, continued

	<u>Total</u>	<u>Current</u>
An unsecured revolving loan payable to the California Department of Education totaling \$250,000. The loan dated November 6, 2008, has an interest rate of 2.63% and it matures on June 30, 2014. The repayment terms require annual payments beginning on September 1, 2009.	\$ 250,000	\$ 50,000
A construction loan for renovation of land and building located at 820 E. 111 th Place in Los Angeles, California. The loan is dated February 4, 2008, and has an interest rate of 5.375%. The loan matures on January 31, 2015 and utilizes a 300 month amortization with a balloon payment due in the final month.	3,903,266	82,637
A permanent construction loan for renovation of land and building located at 3425 W. Manchester Avenue in Inglewood, California. The loan is dated February 1, 2006, and has an interest rate of 5.75%. The terms of the loan state that the first twelve payments are interest only. The loan has a 60 month term utilizing a 300 month amortization with a balloon payment due in the final month.	6,020,182	132,244
An unsecured community development equity equivalent loan dated June 19, 2007, with an interest rate of 2.00%. The terms of the loan call for quarterly interest payments for the five-year term of the loan. Outstanding loan principal and accrued interest is due in full five years from the loan disbursement date. The loan includes an option for a one-year extension period.	<u>1,000,000</u>	<u> </u>
Total	\$ <u>12,273,448</u>	\$ <u>698,217</u>

These notes are an integral part of the preceding financial statements.

GREEN DOT PUBLIC SCHOOLS

NOTES TO FINANCIAL STATEMENTS

NOTE 7 - LOANS PAYABLE, continued

The principal maturities for all outstanding loans are as follows:

<u>For the year ended June 30,</u>	<u>Amount</u>
2010 (current portion)	\$ 698,217
2011	610,638
2012	1,623,227
2013	5,746,815
2014	152,682
Thereafter (through 2015)	<u>3,441,869</u>
Total	\$ <u>12,273,448</u>

NOTE 8 - INVESTMENT IN LIMITED LIABILITY COMPANY

Green Dot Public Schools is the sole shareholder in Delta Properties, LLC, a California Limited Liability Company. Delta Properties, LLC was formed to obtain financing to construct or purchase property to be used by Green Dot Public Schools for educational purposes. As sole member, Green Dot Public Schools secured the debts incurred by the limited liability company with the per-pupil governmental funding of the applicable student populations attributable to physical site locations.

The balance sheet and income statement for the Delta Properties, LLC as of June 30, 2009 is as follows:

	<u>Amount</u>
Balance Sheet	
Total assets	\$ <u>20,125,508</u>
Total liabilities	\$ 19,582,729
Capital	<u>542,779</u>
Total liabilities and capital	\$ <u>20,125,508</u>
Income statement	
Revenue	\$ 1,387,237
Expenses	<u>843,877</u>
Gain/(loss)	\$ <u>543,360</u>

These notes are an integral part of the preceding financial statements.

GREEN DOT PUBLIC SCHOOLS

NOTES TO FINANCIAL STATEMENTS

NOTE 9 - COMMITMENTS

Green Dot Public Schools, and the schools that they operate, lease classroom and administrative space. The lease terms expire at various times in the future.

Future minimum payments under cancellable operating leases with remaining terms of one year or more consists of the following at June 30, 2009:

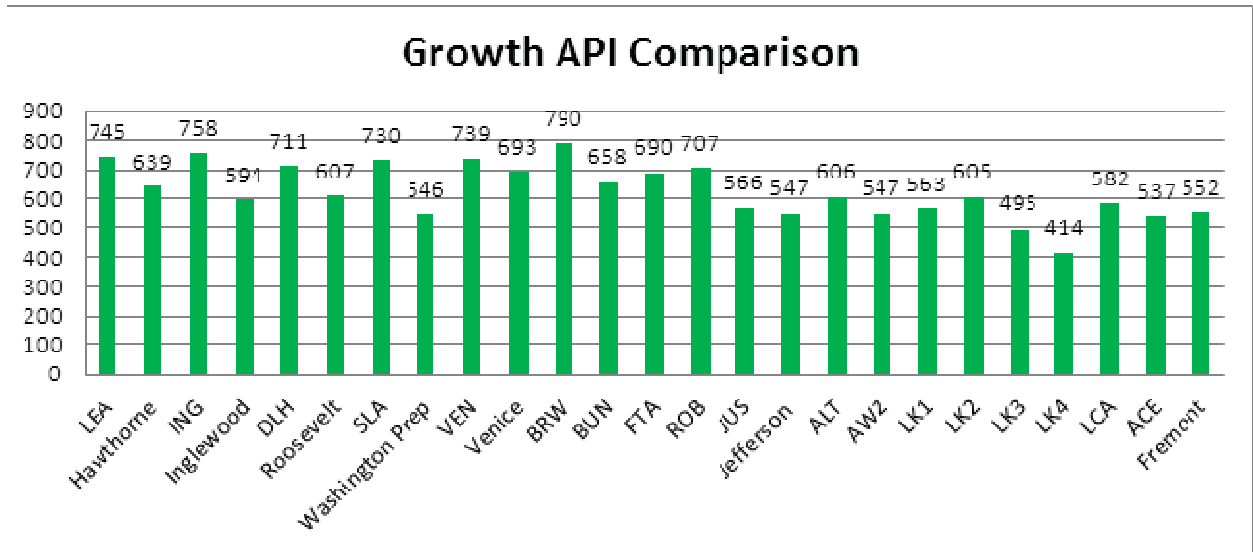
<u>For the year ended</u> <u>June 30,</u>	<u>Amount</u>
2010	\$ 2,464,351
2011	2,488,641
2012	2,769,253
2013	1,611,443
2014	1,516,441
Thereafter (through 2039)	<u>27,752,580</u>
Total	\$ <u>38,602,709</u>

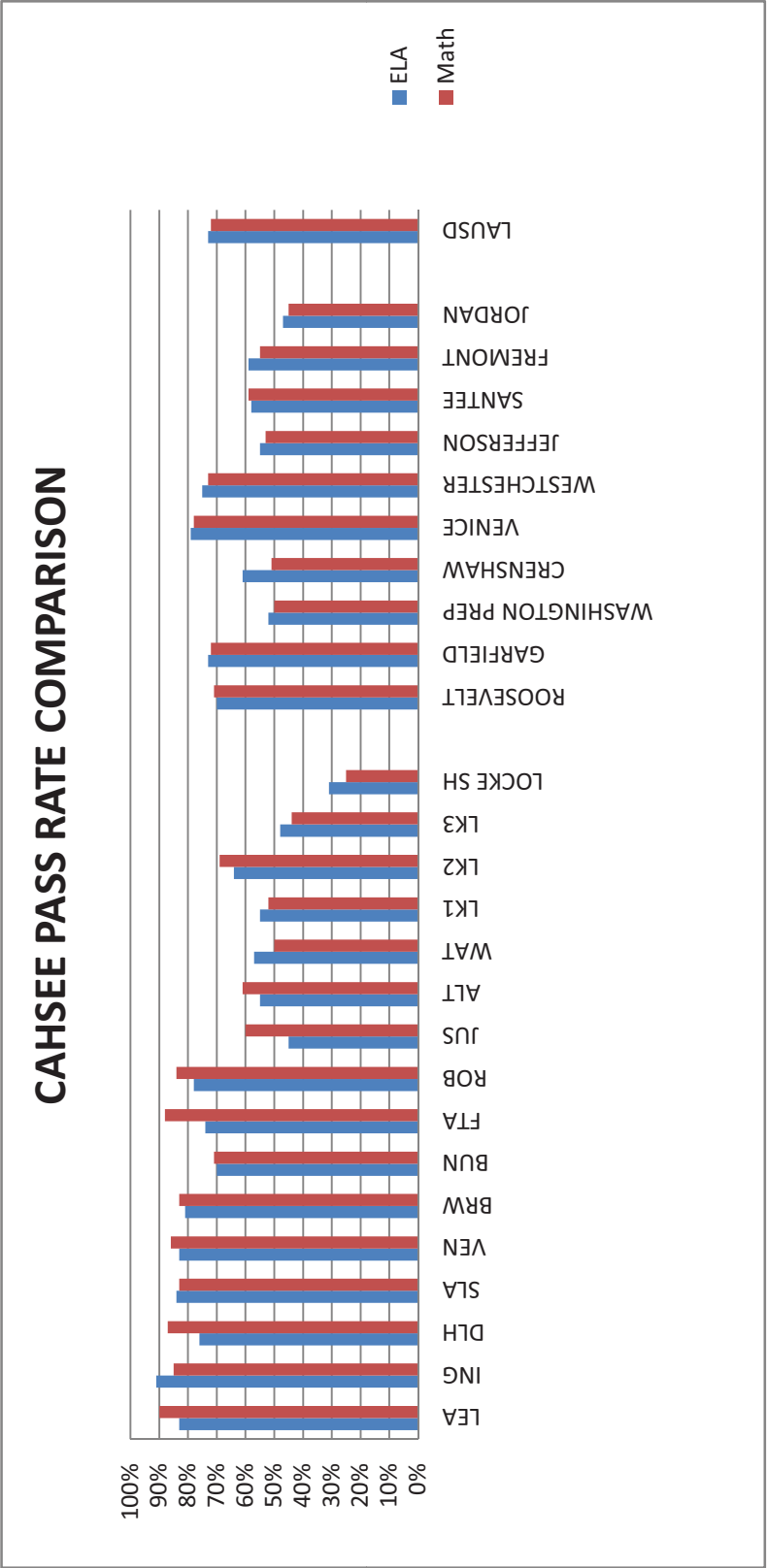
NOTE 10 - RECLASSIFICATION OF PRIOR YEAR ACCOUNT BALANCES

Certain prior year's revenue and expenses reported in the Statement of Activities have been reclassified for presentation purposes.

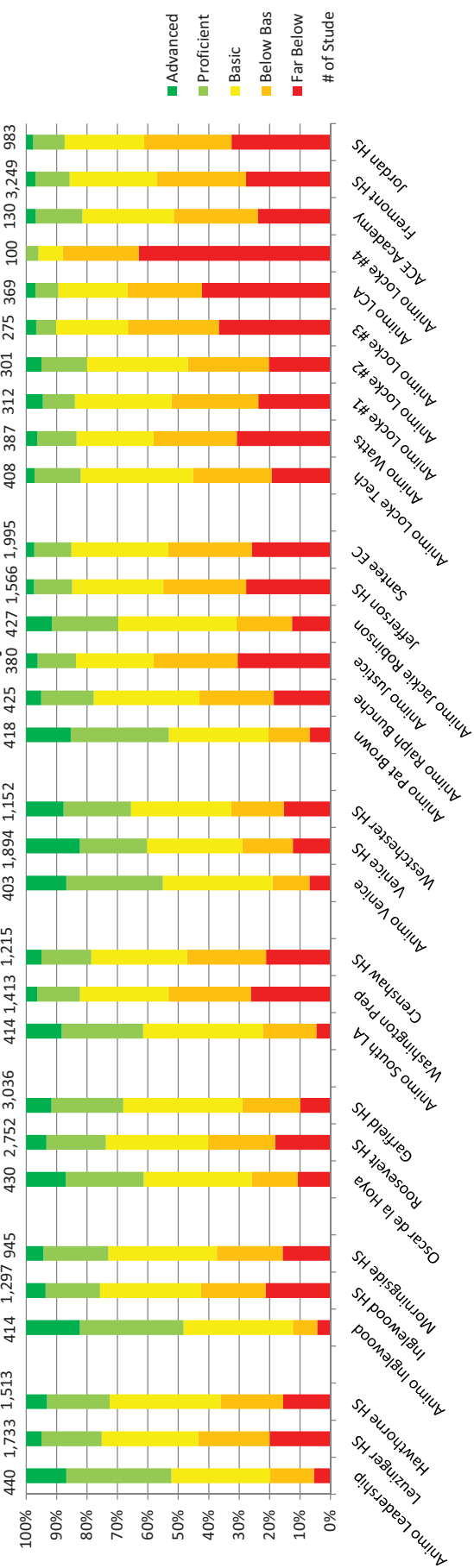
These notes are an integral part of the preceding financial statements.

Appendix T Growth API Comparison

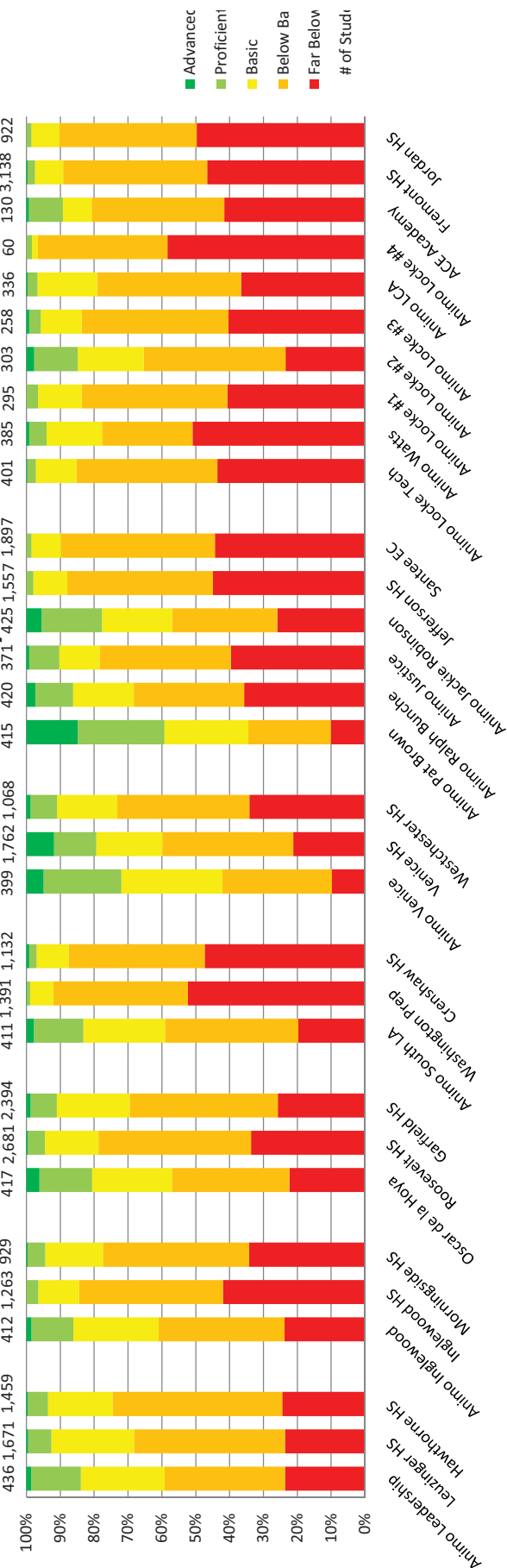




ELA CST Proficiency



Math CST Proficiency



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IMPLEMENTATION PLAN TEMPLATE

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
Humanities Block	Year 1	Principal Literacy Coordinator Cluster Director Lead Teachers	<ul style="list-style-type: none"> 5 full day professional development sessions during summer orientation Weekly professional development and all Green Dot Collaboration days Curriculum map provided by Green Dot Ed Team Benchmark assessments (NWEA) Literature Anthology & Core Texts (novels) Social Studies Textbook 	<ul style="list-style-type: none"> Teacher feedback on professional development Biannual Teacher feedback on curriculum program and instructional coaching Biannual on home office literacy supports Informal and formal observations of teachers by administration Peer observations (recommended on a quarterly basis) Teacher video observations Observation walk-through with Cluster Director Implementation of effective teaching 	<ul style="list-style-type: none"> Results from quarterly benchmarks both formative and summative Results for California State Test Data on teacher effectiveness through formal evaluations Student and teacher stakeholder feedback

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
Mathematics	Year 1	Principal Math Coordinator Cluster Director Lead Teachers	<ul style="list-style-type: none"> 5 full day professional development sessions during summer orientation Weekly professional development all Green Dot Collaboration days Curriculum map provided by Green Dot Ed Team Benchmark assessments (NWEA) Glencoe Math Program Number World Math Intervention Program Math Diagnostic & 	<ul style="list-style-type: none"> strategies from PD Data analysis from benchmark program Teacher feedback on professional development Biannual Teacher feedback on curriculum program and instructional coaching Biannual on home office math supports Informal and formal observations of teachers by administration Peer observations (recommended on a quarterly basis) Teacher video observations Observation walk-through with Cluster Director Implementation of effective teaching strategies from PD 	<ul style="list-style-type: none"> Results from quarterly benchmarks both formative and summative Results for California State Test Data on teacher effectiveness through formal evaluations Student and teacher stakeholder feedback

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
Science	Year 1	Principal Cluster Director Lead Teachers	<ul style="list-style-type: none"> monthly interim assessments 5 full day professional development sessions during summer orientation Weekly professional development all Green Dot Collaboration days Curriculum map provided by Green Dot Ed Team Benchmark assessments (NWEA) 	<ul style="list-style-type: none"> Data analysis from benchmark program Teacher feedback on professional development Biannual Teacher feedback on curriculum program and instructional coaching Informal and formal observations of teachers by administration Peer observations (recommended on a quarterly basis) Teacher video observations Observation walk-through with Cluster Director Implementation of effective teaching strategies from PD Data analysis from benchmark 	

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
Electives (Program Interventions in Math and ELA-Literacy and Writing)	Year 1	Principal Literacy Coordinator Math Coordinator Cluster Director Lead Teachers	<ul style="list-style-type: none"> 5 full day professional development sessions during summer orientation Weekly professional development all Green Dot Collaboration days Curriculum map provided by Green Dot Ed Team Benchmark assessments (NWEA) Scholastic Read 180 Scholastic System 44 Number World Writer's Inc. California Writing 	<p>program</p> <ul style="list-style-type: none"> Teacher feedback on professional development Biannual Teacher feedback on curriculum program and instructional coaching Informal and formal observations of teachers by administration Peer observations (recommended on a quarterly basis) Teacher video observations Observation walk-through with Cluster Director Implementation of effective teaching strategies from PD Data analysis from benchmark program 	<ul style="list-style-type: none"> Results from quarterly benchmarks both formative and summative Results for California State Test Data on teacher effectiveness through formal evaluations Student and teacher stakeholder feedback

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
ELD Program	Year 1	Principal ELL Coordinator Teachers	<ul style="list-style-type: none"> • 5 full day professional development sessions during summer orientation • Weekly professional development all Green Dot Collaboration days • Curriculum map provided by Green Dot Ed Team • Hampton Brown Edge Resources 	<ul style="list-style-type: none"> • Teacher feedback on professional development • Biannual Teacher feedback on curriculum program and instructional coaching • Informal and formal observations of teachers by administration • Peer observations (recommended on a quarterly basis) • Teacher video observations • Observation walk-through with Cluster Director • Implementation of effective teaching strategies from PD • Data analysis from benchmark program 	<ul style="list-style-type: none"> • Results from quarterly ELA benchmarks both formative and summative • Edge assessments • Results from CELDT • ELL students redesignation rates • Meeting AYP subgroup target in ELA • Data on teacher effectiveness through formal evaluations • Student and teacher stakeholder feedback

